

Remote teaching and professional learning



Scaling the heights together



Remote Teaching and Professional Learning

This document provides a round up of some of the research and recommendations provided by staff from across Summit Learning Trust and taken from various CPD, tweets, posts, experiences, educational research and blogs. There is no magic bullet, but hopefully these will be useful principles for helping with lesson planning in the times ahead.



6 core principles of the PLI



1. Shared culture for taking responsibility of our own, group and collective professional learning.



2. Establish meaningful collaborative relationships between schools/college with Summit Learning Trust.



3. Focus on professional learning to have a collective responsibility for the learning of all pupils.



4. Develop a reflective cycle of professional inquiry to deepen practice.



5. Secure evidence-based practice to drive forward long term developments.



6. Enhance opportunities for coaching and growth principles in all we do.

Retrieval practice

Retrieval Practice— Build in opportunities to reflect on what learning has already taken place using assessment tools. Make links to previous learning clear to support interleaving. Consider spaced/ distributed practice and going back further than the previous lesson! Better recall can build schema and support learning.



Continue on the learning journey

Continue on the learning journey – This links to sequence and schema building. When will what you are covering now, be revisited in the curriculum? Consider the bigger picture and sharing the learning journey with pupils at appropriate intervals.



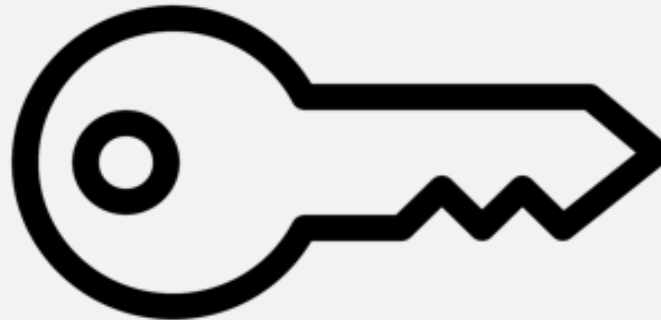
You are the expert

You are the expert – Use your school's established Teaching and Learning principles. You know the pupils, you know what works, so just consider tweaks. Upcycle existing resources to make them 'friendly' to remote learning. Don't reinvent the wheel, remember the vast bank of resources available online e.g. Oak Academy. From your previous teaching of the topics what are the most common misconceptions around the topic? Misconceptions can lead to mislearning and this can have a negative impact of the schema formed.



Significance

Significance – Why this ? Why now? Establish concrete and clear learning intentions and make these explicit with pupils – what is key to the learning. Communicating significance is more important than ever, especially with remote learning. Clear identification around the significance of the learning will also support connections between key concepts being made.



Keep it simple

Make sure that you and the pupils are clear of the learning expectations. Remember the value of routines in learning and supporting engagement. Just like in the classroom, establishing expectations and routines is essential in creating a positive working environment. Expectations around behaviour can be established by using a holding screen which provides details on what resources may be needed for the lesson, how to get involved in the live lessons, reminders on communicating and a task to get the pupils thinking.



Subject Specific Pedagogy

Subject Specific Pedagogy – What are the key concepts and skills from your subject that are being delivered? What are the threshold concepts (thinking the pupils must grasp to support learning)? How are you securing understanding of these concepts?



Tracking understanding

Tracking understanding – The use of Assessment for Learning tools to help track the learning that is taking place supports the understanding of key concepts. This tracking will also inform future long term planning to aid the pupils. Remember the importance of misconception spotting and addressing these through low stakes quizzing.



Curiosity, creativity and choice

Curiosity, creativity and choice – Remember that we are a challenge seeking species and for levels of engagement to be high we need to avoid a ‘diminished diet’ and provide work that is High Challenge and Low Threat. Make it interesting. Build curiosity by setting engaging work which allows for an element of pupil choice, creativity and ownership whenever possible.



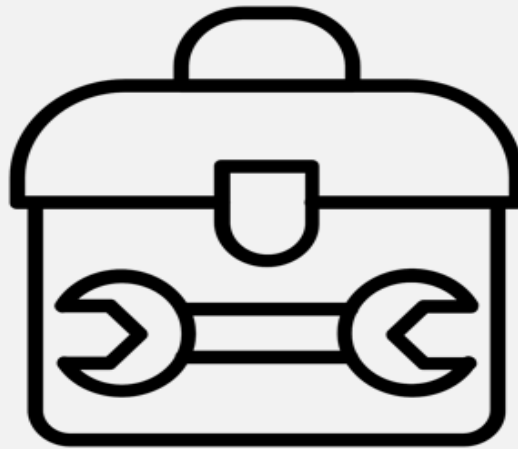
Meta-cognition, self-regulation and study skills

Meta-cognition, Self-Regulation and Study Skills – These are essential tools for remote learning. How are the pupils learning to learn? How can you promote study skills and strategies to support learning? Make your instructions explicit on why they are learning in this way and how it will help them to become better learners in the future.



Remote teaching and professional learning bundle

Teaching and learning bundle – Think about the tools and expertise which you have available to embed all of these ideas. Microsoft forms, questioning, Padlet, Kahoot, Loom, Knowledge organisers, narrated PowerPoints, low stakes quizzing – will all support teaching and learning.



Check out the teaching and learning bundle created by the Summit Lead Practitioners and the asynchronous Professional Learning resources available too!

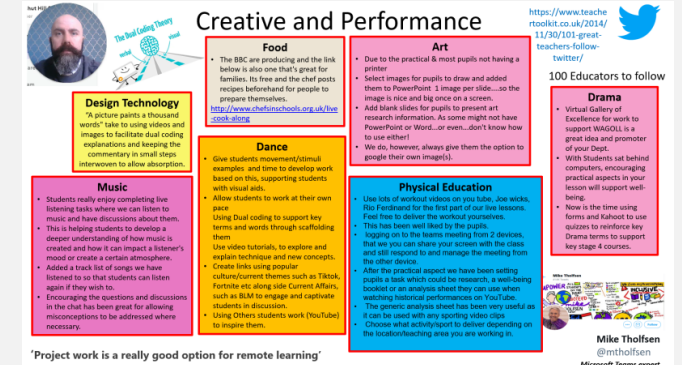
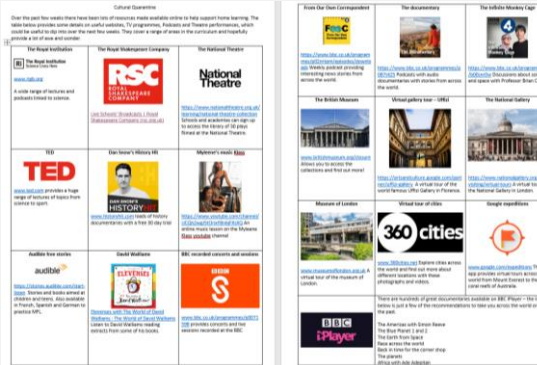
Remote teaching and professional learning: [Main menu](#)



Running the room: The teachers' guide to behaviour.



An interesting insight into
behaviour management
strategies



PL
Pedagogy into
practice

PL
Subject Knowledge
and Cultural
Capital

PL
Subject Specific
Pedagogy



Click on the lines to
return to the main menu



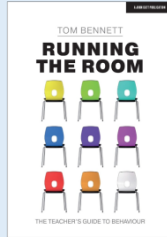
Click on flip flops to share
your thoughts on flipgrid



Click on paddle to share
your thoughts on Padlet

PL – Pedagogy into practice resources

Running the room: The teachers' guide to behaviour.



An interesting insight into
behaviour management
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Video think pieces



Seneca CPD

Interesting reads

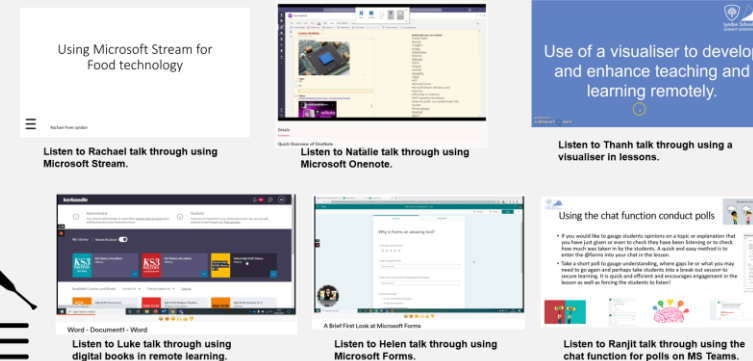
The following two slides provide details on 13 books linked to pedagogy and practice. If you find yourself with the time to read, have a look at one of these. Recommendations of others that you have read would be great to hear.



Interesting reads



PL Pedagogy into practice – Ed Tech tools



Ed Tech tools

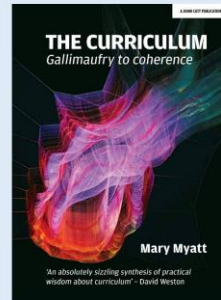
PL Pedagogy into practice – Video think pieces

Rosenshine's Principles of instruction put into practice

The following 6 slides provide a series of YouTube masterclasses from Tom Sherrington on the Rosenshine Principles of Instruction. Each masterclass is approximately 25 minutes and there are some think points and questions alongside the slides. There will be opportunities for discussion on these videos during the term ahead.

**Tom Sherrington
and the Rosenshine
Principles**

Considering the curriculum



An opportunity to reflect on the curriculum that we deliver .

**Mary Myatt and
considering the
curriculum**

Running the room: The teachers' guide to behaviour.



An interesting insight into
behaviour management
strategies

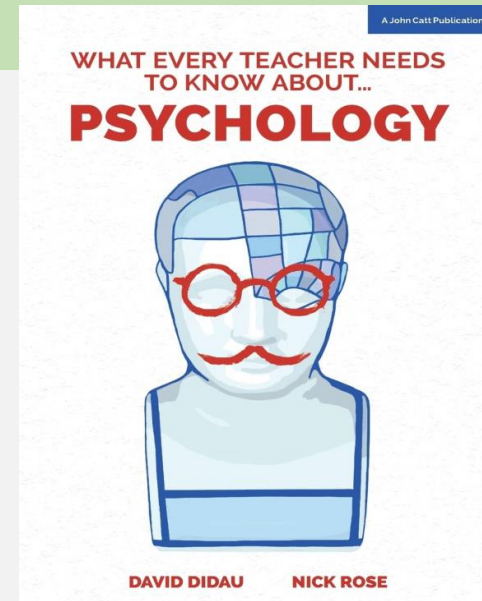
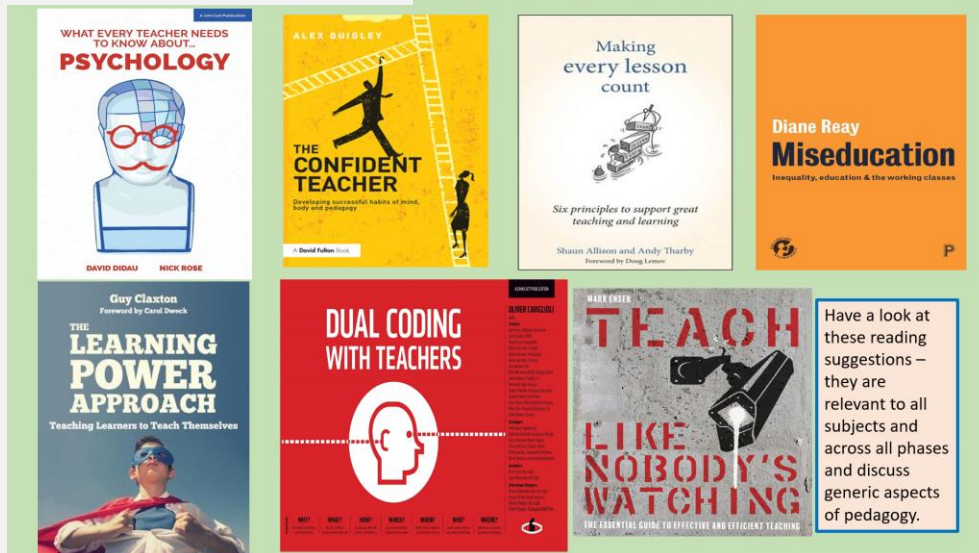
**Tom Bennett and Tom
Sherrington discuss
'Running the Room'**

PL Pedagogy into practice – Interesting reads

Interesting reads

This section provides details on 13 books linked to pedagogy and practice. If you find yourself with the time to read, have a look at one of these.

Recommendations of others that you have read would be great to hear.



The title tells you everything you need to know. An interesting read with some particularly good sections on Cognitive Load, interleaving and also on behaviour management.

PL Pedagogy into practice – Seneca CPD

Assessment for Teachers - Seneca Certified Assessor		Cognitive Science for Teachers - Seneca Certified Educator		Cognitive Science for Teachers Level 2 - Seneca Certified Educator	
Dual Coding for Teachers - Seneca Certified Dual Coder		Language Development for Teachers - Seneca Certified		Leadership for Teachers - Seneca Certified Leader	
Literacy in Science for Teachers - Seneca Certified		Metacognition for Teachers - Seneca Certified		Retrieval Practice - Seneca Certified	
The CRAFT of Assessment - Seneca Certified Assessor					

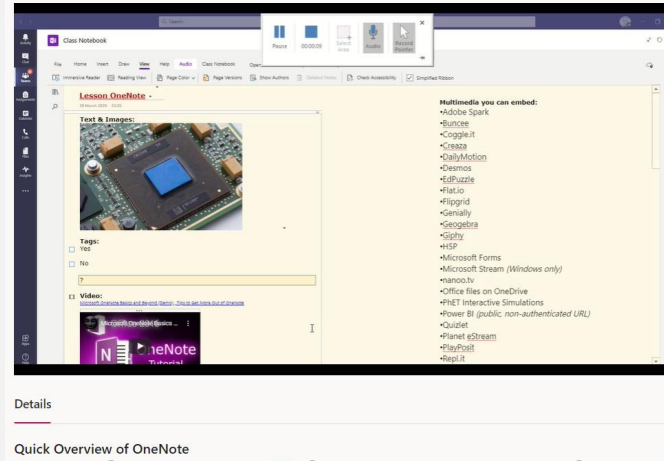


PL Pedagogy into practice – Ed Tech tools

Using Microsoft Stream for Food technology

Rachael from Lyndon

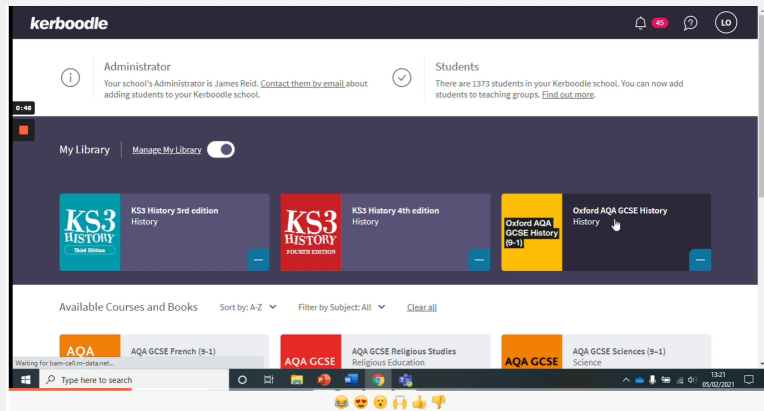
Listen to Rachael talk through using Microsoft Stream.



Listen to Natalie talk through using Microsoft One Note.

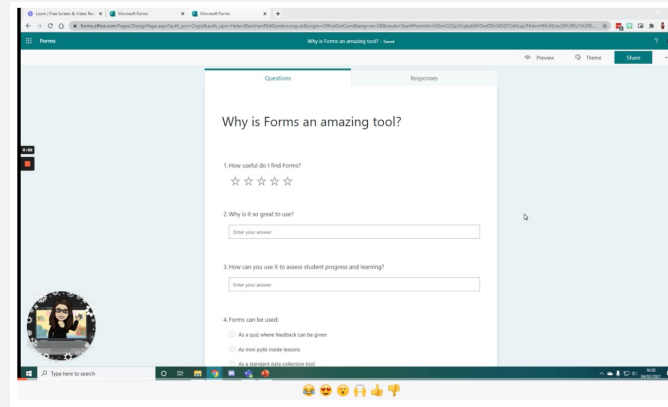
Use of a visualiser to develop and enhance teaching and learning remotely.

Listen to Thanh talk through using a visualiser in lessons.



Word - Document1 - Word

Listen to Luke talk through using digital books in remote learning.


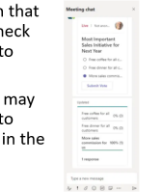



A Brief First Look at Microsoft Forms

Listen to Helen talk through using Microsoft Forms.

Using the chat function conduct polls

- If you would like to gauge students opinions on a topic or explanation that you have just given or even to check they have been listening or to check how much was taken in by the students. A quick and easy method is to enter the @forms into your chat in the lesson.
- Take a short poll to gauge understanding, where gaps lie or what you may need to go again and perhaps take students into a break out session to secure learning. It is quick and efficient and encourages engagement in the lesson as well as forcing the students to listen!

Listen to Ranjit talk through using the chat function for polls on MS Teams.

PL – Subject Knowledge and Cultural Capital

Future learn

This is a wonderful website which provides a wealth of knowledge in the form of online courses. The courses are offered by various providers including universities, subject communities and other specialists. The courses are free and usually require 2-3 hours of study per week. These are a great way to boost subject knowledge.

Cultural Capital

Click on the tiles to find a series of websites and tools available to help promote Cultural Capital in your subject area. These can be used to boost your own subject knowledge or shared with pupils in lessons. There are some fantastic free resources and it would be great to hear your suggestions on all the others out there too.



Professional Learning – Subject Specific Pedagogy from SLPs

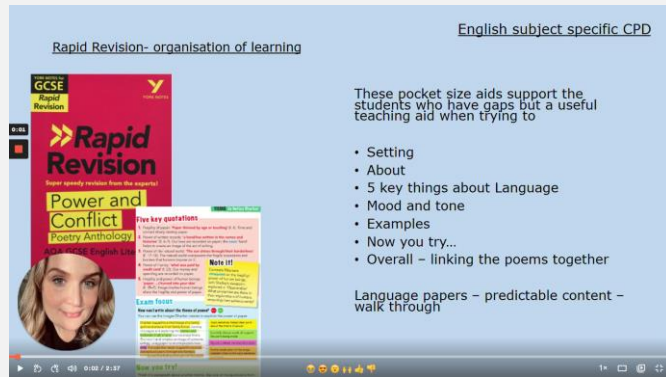
Rapid Revision – organisation of learning

English subject specific CPD

These pocket size aids support the students who have gaps but a useful teaching aid when trying to

- Setting
- About
- 5 key things about Language
- Mood and tone
- Examples
- Now you try...
- Overall – linking the poems together

Language papers – predictable content – walk through



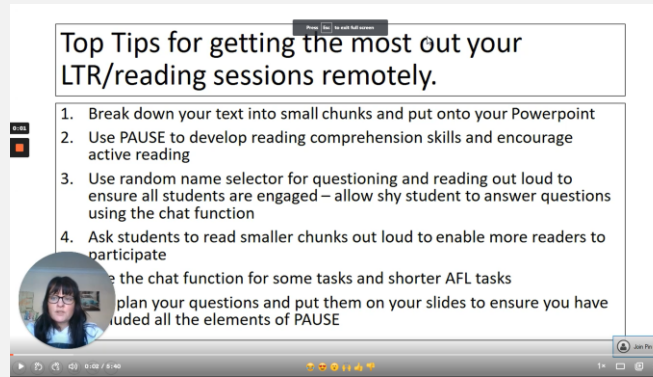
Listen to Nathalie talk through some specific resources linked to English.

Top Tips for getting the most out your LTR/reading sessions remotely.

1. Break down your text into small chunks and put onto your Powerpoint
2. Use PAUSE to develop reading comprehension skills and encourage active reading
3. Use random name selector for questioning and reading out loud to ensure all students are engaged – allow shy student to answer questions using the chat function
4. Ask students to read smaller chunks out loud to enable more readers to participate

Use the chat function for some tasks and shorter AFL tasks

plan your questions and put them on your slides to ensure you have included all the elements of PAUSE

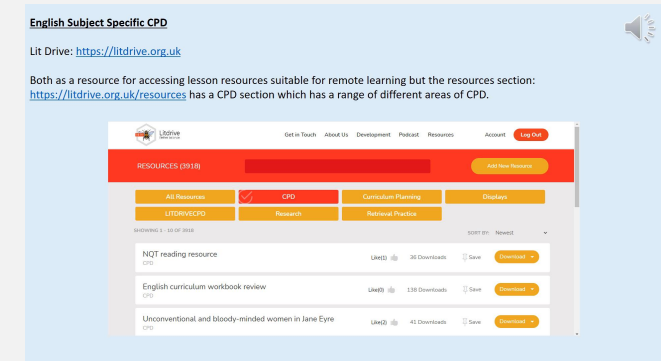


Listen to Sam talk through some ideas on remote reading sessions.

English Subject Specific CPD

Lit Drive: <https://litdrive.org.uk>

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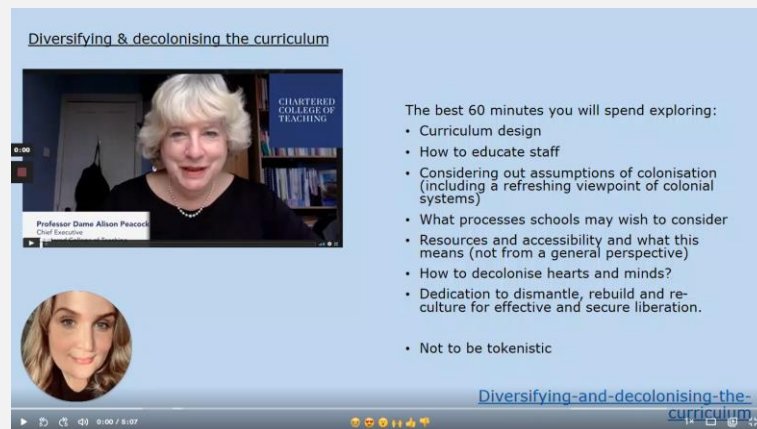


Listen to Laura talk through some resources [linked](#) to English.

Diversifying & decolonising the curriculum

The best 60 minutes you will spend exploring:

- Curriculum design
- How to educate staff
- Considering out assumptions of colonisation (including a refreshing viewpoint of colonial systems)
- What processes schools may wish to consider
- Resources and accessibility and what this means (not from a general perspective)
- How to decolonise hearts and minds?
- Dedication to dismantle, rebuild and re-culture for effective and secure liberation.
- Not to be tokenistic



Listen to Nathalie share some general top tips and value CPD.

Summit Learning Trust – CPD Bundle

Rosenshine's Principles of instruction put into practice

Free online CPD

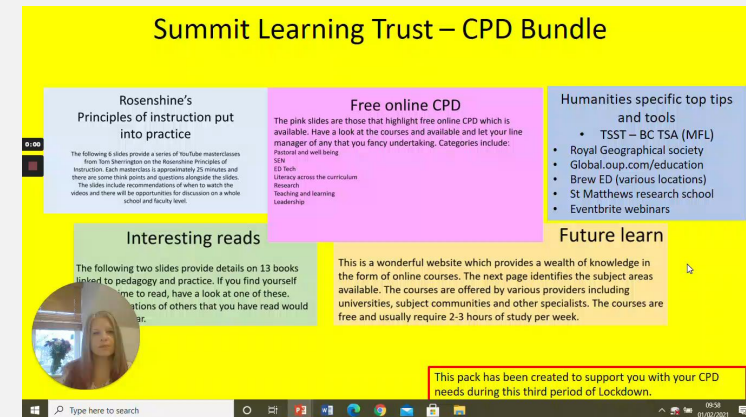
Humanities specific top tips and tools

- TSST – BC TSA (MFL)
- Royal Geographical society
- Global.oup.com/education
- Brew ED (various locations)
- St Matthews research school
- Eventbrite webinars

Future learn

Interesting reads

This pack has been created to support you with your CPD needs during this third period of Lockdown.



Listen to Amy talk through some resources linked to MFL and Humanities.

Professional Learning – Subject Specific Pedagogy from SLPs

Creative and Performance

<https://www.teachertoolkit.co.uk/2014/11/30/101-great-teachers-follow-twitter/>

Food

- The BBC are producing and the link below is also one that's great for families. It's free and the chef posts recipes beforehand for people to prepare themselves.
- <http://www.chefsinchools.org.uk/its-cook-along>

Art

- Due to the practical & most pupils not having a printer
- Select images for pupils to draw and added them to PowerPoint. 1 image per slide...so the image is nice and big once on a screen.
- Add blank slides for pupils to present art research information. As some might not have PowerPoint or Word...or even...don't know how to use either!
- We do, however, always give them the option to google their own image(s).

Design Technology

"A picture paints a thousand words" take to using videos and images to facilitate dual coding explanations and keeping the commentary in small steps interwoven to allow absorption.

Music

- Students really enjoy completing live listening tasks where we can listen to music and have discussions about them.
- This is helping students to develop a deeper understanding of how music is created and how it can impact a listener's mood or create a certain atmosphere.
- Added a track list of songs we have listened to so that students can listen again if they wish to.
- Encouraging the questions and discussions in the chat has been great for allowing misconceptions to be addressed where necessary.

Dance

- Give students movement/stimuli examples and time to develop work based on this, supporting students with visual aids.
- Allow students to work at their own pace.
- Using Dual coding to support key terms and words through scaffolding them.
- Use video tutorials, to explore and explain technique and new concepts.
- Create links using popular culture/current themes such as TikTok, Fortnite etc along side Current Affairs, such as BLM to engage and captivate students in discussion.
- Using Others students work (YouTube) to inspire them.

Physical Education

- Use lots of workout videos on YouTube, Joe Wicks, Rio Ferdinand for the first part of our live lessons. Feel free to deliver the workout yourselves.
- This has been well liked by the pupils.
- Logging on to the Teams meeting from 2 devices, that we can share your screen with the class and still respond to and manage the meeting from the other device.
- After the practical aspect we have been setting pupils a task which could be research, a well-being booklet or an analysis sheet they can use when watching historical performances on YouTube.
- The generic analysis sheet has been very useful as it can be used with any sporting video clips.
- Choose what activity/sport to deliver depending on the location/teaching area you are working in.

100 Educators to follow

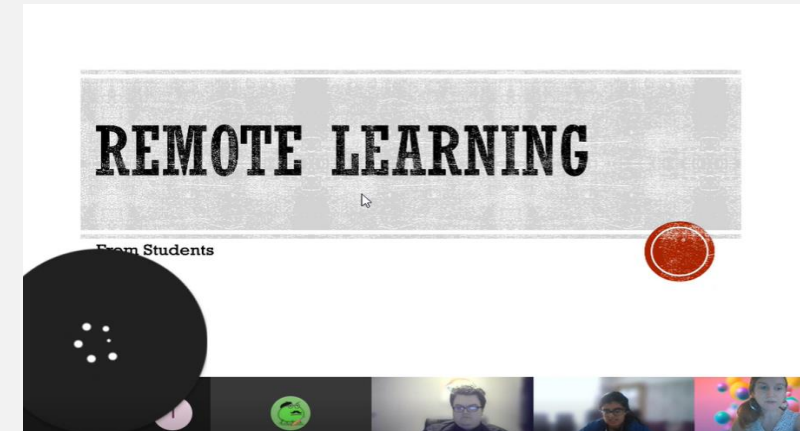
Drama

- Virtual Gallery of Excellence for work to support WAGOLL is a great idea and promoter of your Dept.
- With Students sat behind computers, encouraging practical aspects in your lesson will support well-being.
- Now is the time using forms and Kahoot to use quizzes to reinforce key Drama terms to support key stage 4 courses.

Mike Tholfsen
@mtholfsen
Microsoft Teams expert

'Project work is a really good option for remote learning'

Listen to David talk about Creatives and Performance.



Listen to Rebecca talking to some pupils about their experiences of remote learning.

Maths Specific

- Online learning tools <https://www.resourceaholic.com/2021/01/tools-for-online-lessons.html>
- Podcasts: maths pedagogy, topics in depth, teaching from home) <http://www.mrbartonmaths.com/podcast/#research>
- Marvellous maths (decimals, coordinates and pythagoras): <https://youtu.be/hni4wpxLJM5?list=PLjDgGtJAsJ-bBZkDNuov40KaNNPork6pH>
- AMSP professional development: <https://amsp.org.uk/resource/pd-videos>
- Autograph: <https://completemaths.com/autograph/webinar-materials>
- Mathematical methods course: <https://app.senecalearning.com/classroom/course/d0e67498-99c8-47d2-ada7-cd629abed70c>

Listen to Becky talk through some specific resources linked to Maths.

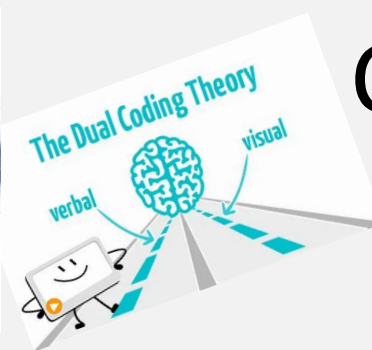
Summit Lead Practitioner – Teresa Middleton's top tips and tools

Feedback is important for formative assessment. In Live Lessons try using a **random name generator** when asking questions. It makes Q&A sessions fun, removes any bias when selecting names, and uses the no hands up rule. Try giving the question first, with thinking time, then spin the wheel or other random name generator you are using. You could use spotlight on teams for the chosen student. You could ask the student to type their answer in the chat box, then ask students who agree to like it.

[Link to tutorial to make your own Wheel of Fortune name selector](https://www.youtube.com/watch?v=1Tyo8YD1jg)

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RESOURCES (3918)

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All Resources

CPD

Curriculum Planning

Displays

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Research

Retrieval Practice

SHOWING 1 - 10 OF 3918

SORT BY: Newest

NQT reading resource

CPD

Like(1)

36 Downloads

Save

Download

English curriculum workbook review

CPD

Like(0)

138 Downloads

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Unconventional and bloody-minded women in Jane Eyre

CPD

Like(2)

41 Downloads

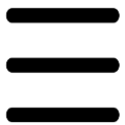
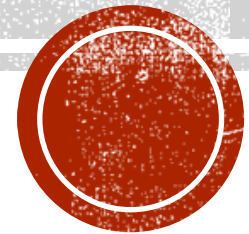
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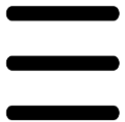
REMOTE LEARNING

From Students



QUESTIONS I ASKED STUDENTS

- 1) What is working well for you with Remote Learning?
- 2) What isn't working so well for you with Remote Learning?
- 3) What could we do to remove barriers and improve Remote Learning for you?



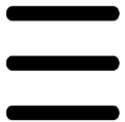
ANSWERS

1. What is working well for you with Remote Learning?

S1 - The teacher talking on the recording lessons helps me to understand (SEND student)

S3 - The live lessons work well for me as I enjoy the interaction with the teacher and the other students (HPA student)

S3 - I like the variety of live lessons and recorded as it makes the day less boring.



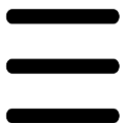
ANSWERS

2. What isn't working so well for you with Remote Learning?

S1 – In the recorded lessons, I don't always understand and then can't move on to the next task. (SEND student)

S3 – During recorded lessons if I don't understand I will email a teacher but they don't always email back that day and when they do I am in another lessons, which will then create me more work. (HPA student)

S3 – In a live lesson when my mic doesn't work, I sometimes feel a bit out of it when others are talking.



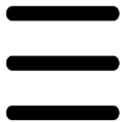
ANSWERS

3. What could we do to remove barriers and improve Remote Learning for you?

S1 – Teachers could email you back during recorded lessons if you have a question. (SEND student)

S3 – Agreed with student 1 and add that it would be a better way to challenge students if teachers were on email as they could give instant responses. (HPA student)

S3 – More live lessons, but shorter.



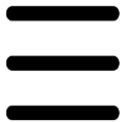
EXTENDED QUESTION BASED ON STUDENT 3S PRIOR REPLY

4) How do you feel having multiple live lessons in a day?

S1 – It is hard to focus being at the table all day. (SEND student)

S3 – It can become very hard and I feel very tired by the end of the day, sitting in my room I feel lonely at times. (HPA student)


S3 – I like lessons, but sometimes my sister needs the laptop so I miss them.



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41 Downloads

Save

Download



English Subject Specific CPD

Jenny Webb: <https://funkypedagogy.com/>

Jenny’s website offers a whole host of resources which can help with lesson planning but she has also recorded some CPD presentations. There is a cost to these CPD resources, but some of the money goes to charity, so you can ease your social conscience at the same time, and there is the option to subscribe as a department or as an individual.



Summit Lead Practitioner – Teresa Middleton's top tips and tools

1

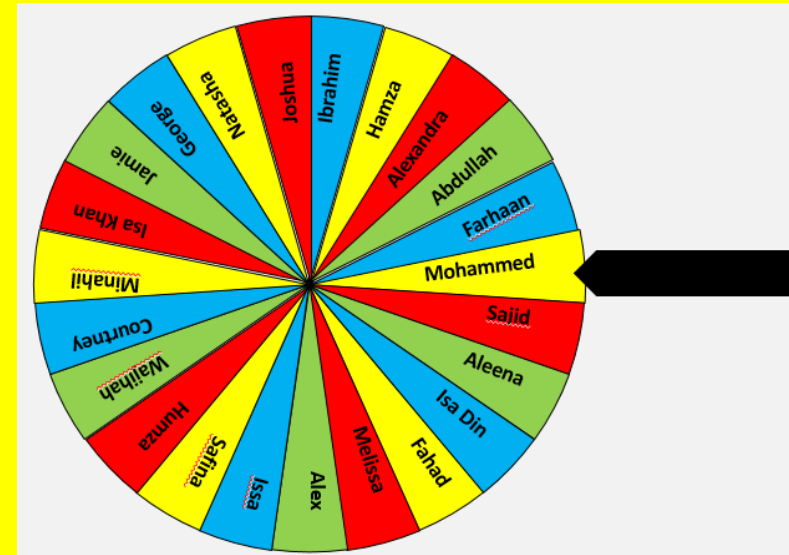
Feedback is important for formative assessment. In Live Lessons try using a **random name generator** when asking questions. It makes Q&A sessions fun, removes any bias when selecting names, and uses the no hands up rule. Try giving the question first, with thinking time, then spin the wheel or other random name generator you are using.

You could use spotlight on teams for the chosen student.

You could ask the student to type their answer in the chat box, then ask students who agree to like it.

Link to tutorial to make your own Wheel of Fortune name selector

<https://www.youtube.com/watch?v=tTEyo8YO1gg>



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2

Pre-empt common misconceptions and produce a slide to address it at the start of the lesson, to help students' understanding. This also prevents misconceptions becoming embedded. It will also save you time in the future as you will not need to work hard on reversing embedded misconceptions. Use a visual if possible to discuss and explain the misconception.

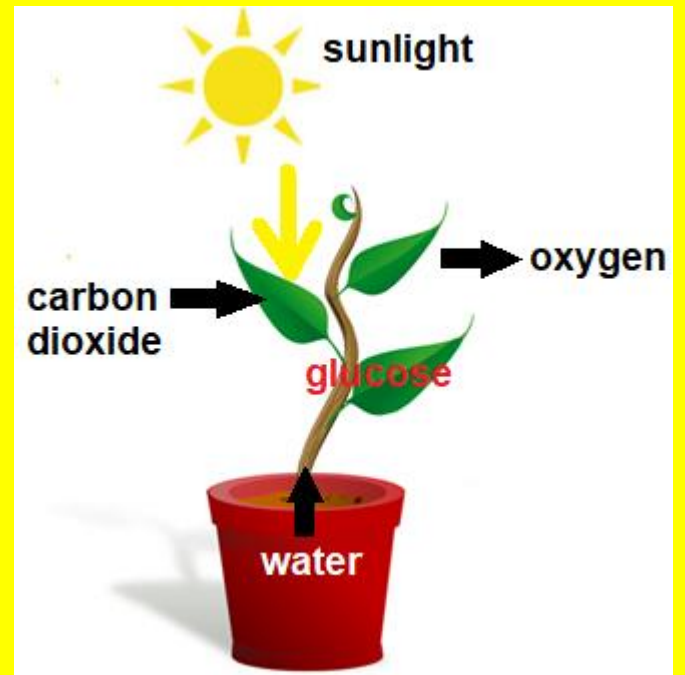
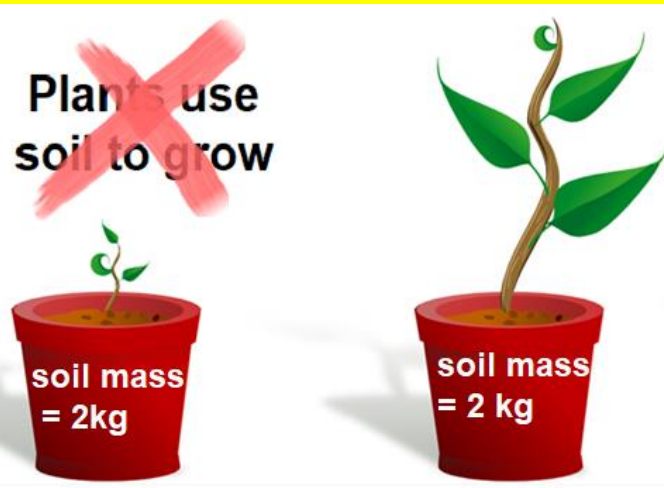
What is wrong with this statement?

Plants use
soil to grow



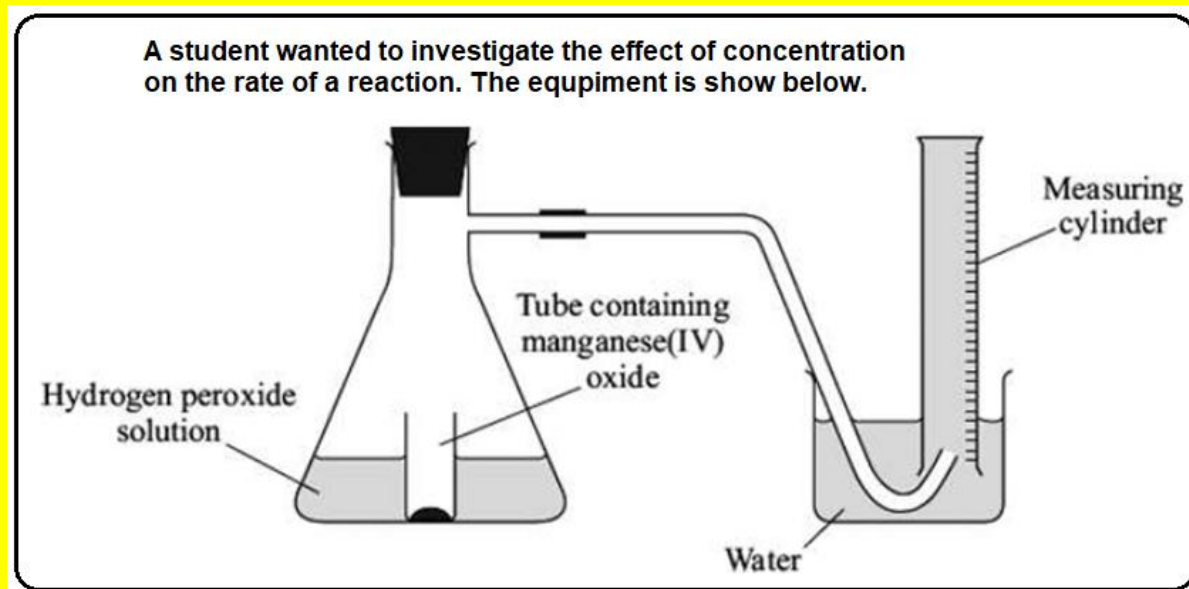
~~Plants use
soil to grow~~

soil mass
= 2kg



Summit Lead Practitioner – Teresa Middleton's top tips and tools

3



What are the control variables for this experiment?

- ☐ Amount of hydrogen peroxide
- ☐ Concentration of hydrogen peroxide
- ☐ Volume of hydrogen peroxide
- ☐ amount of catalyst
- ☐ Temperature
- ☐ Mass of catalyst

Launch



Using Microsoft team polls is a great way to get some feedback from students. For example, if you are going through a required practical, you could design one to test students' knowledge of key terminology by asking them to identify the variables.

— You can use them as a hinge question during the lesson to gauge understanding, identify a misconception, or as a plenary etc

NoE Member – Steve Croxall – Computer Science

top tips and tools

4

There are a couple of things that I have found useful:

- I have **posted print screens in the chat function** – this allows students to ask for specific help, and these can be viewed during and after the lesson as they remain in the chat.
- I have also **sent the files across in the chat** for those students who could not see the task from the set assignment. (Simply use the paperclip to attach the file, same process as attaching a file to an email.)



Summit Learning Trust – CPD Bundle

Rosenshine's Principles of instruction put into practice

The following 6 slides provide a series of YouTube masterclasses from Tom Sherrington on the Rosenshine Principles of Instruction. Each masterclass is approximately 25 minutes and there are some think points and questions alongside the slides. The slides include recommendations of when to watch the videos and there will be opportunities for discussion on a whole school and faculty level.

Free online CPD

The pink slides are those that highlight free online CPD which is available. Have a look at the courses and available and let your line manager of any that you fancy undertaking. Categories include:

- Pastoral and well being
- SEN
- ED Tech
- Literacy across the curriculum
- Research
- Teaching and learning
- Leadership

Humanities specific top tips and tools

- TSST – BC TSA (MFL)
- Royal Geographical society
- Global.oup.com/education
- Brew ED (various locations)
- St Matthews research school
- Eventbrite webinars

Interesting reads

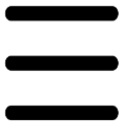
The following two slides provide details on 13 books linked to pedagogy and practice. If you find yourself with some time to read, have a look at one of these. The slides include recommendations of when to read and the opinions of others that you have read would be helpful.

Future learn

This is a wonderful website which provides a wealth of knowledge in the form of online courses. The next page identifies the subject areas available. The courses are offered by various providers including universities, subject communities and other specialists. The courses are free and usually require 2-3 hours of study per week.

This pack has been created to support you with your CPD needs during this third period of Lockdown.

Using Microsoft Stream for Food technology



Rachael from Lyndon





Lyndon Year 7 Food ...

Resources for learning new cookery skills and food hygiene

Following

7

17



spicy rice v2

8 1 0 1/29/2021

06:17



bread rolls

26 0 0 6/23/2020

05:59



muffins

44 1 0 6/23/2020

04:55



crumble

19 1 1 6/23/2020

03:48



leak and potato soup

11 0 0 6/29/2020



Lyndon Year 8 Food ...

Resources for learning cake making methods and savoury recipes

Following

9

2



pizza wheels

44 0 0 7/9/2020

04:30



Treacle tart with stretch and challenge

38 0 0 7/9/2020

07:36



risotto new

12 0 0 7/6/2020

04:37



chicken curry

33 0 0 7/4/2020

05:10

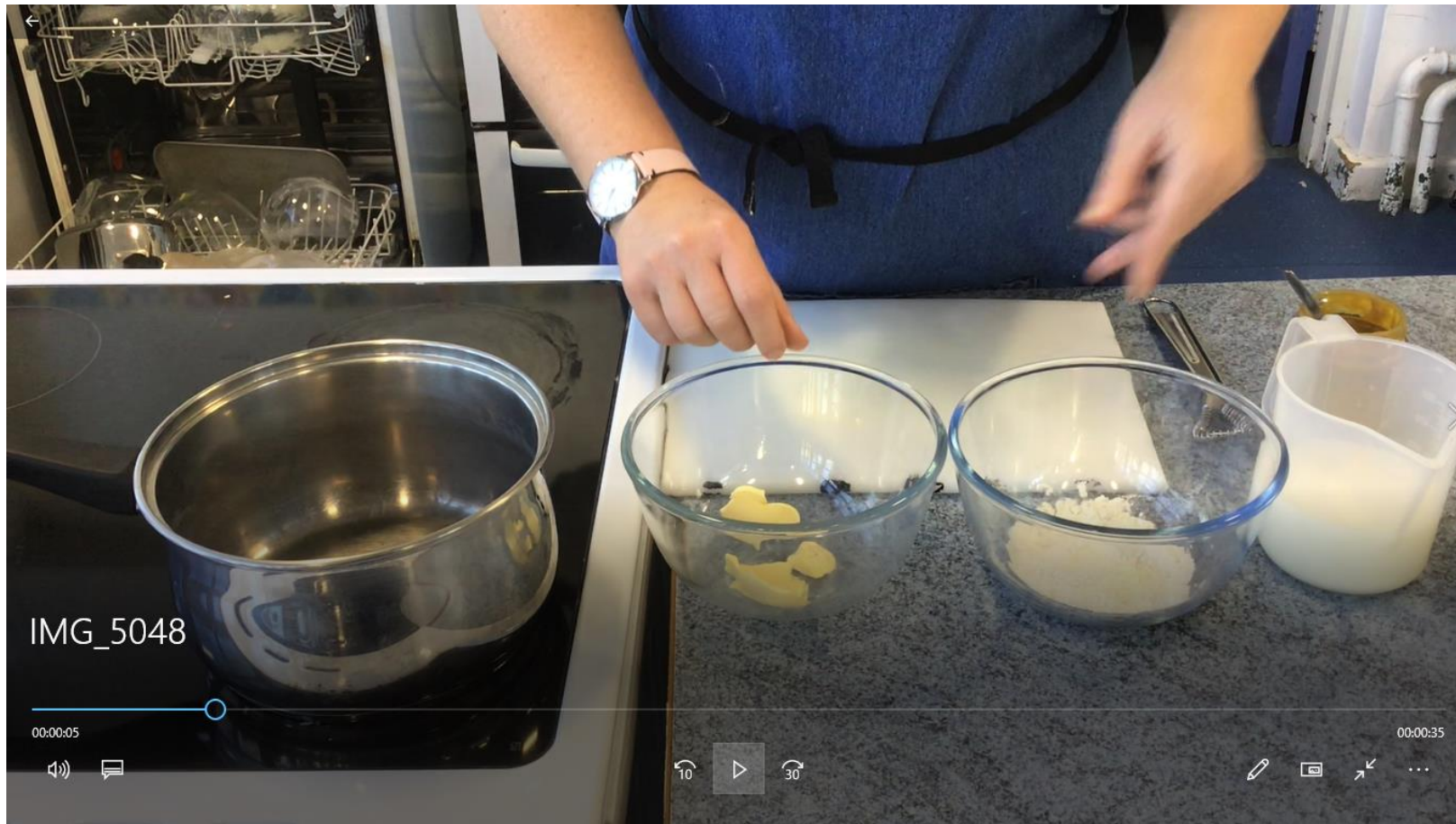


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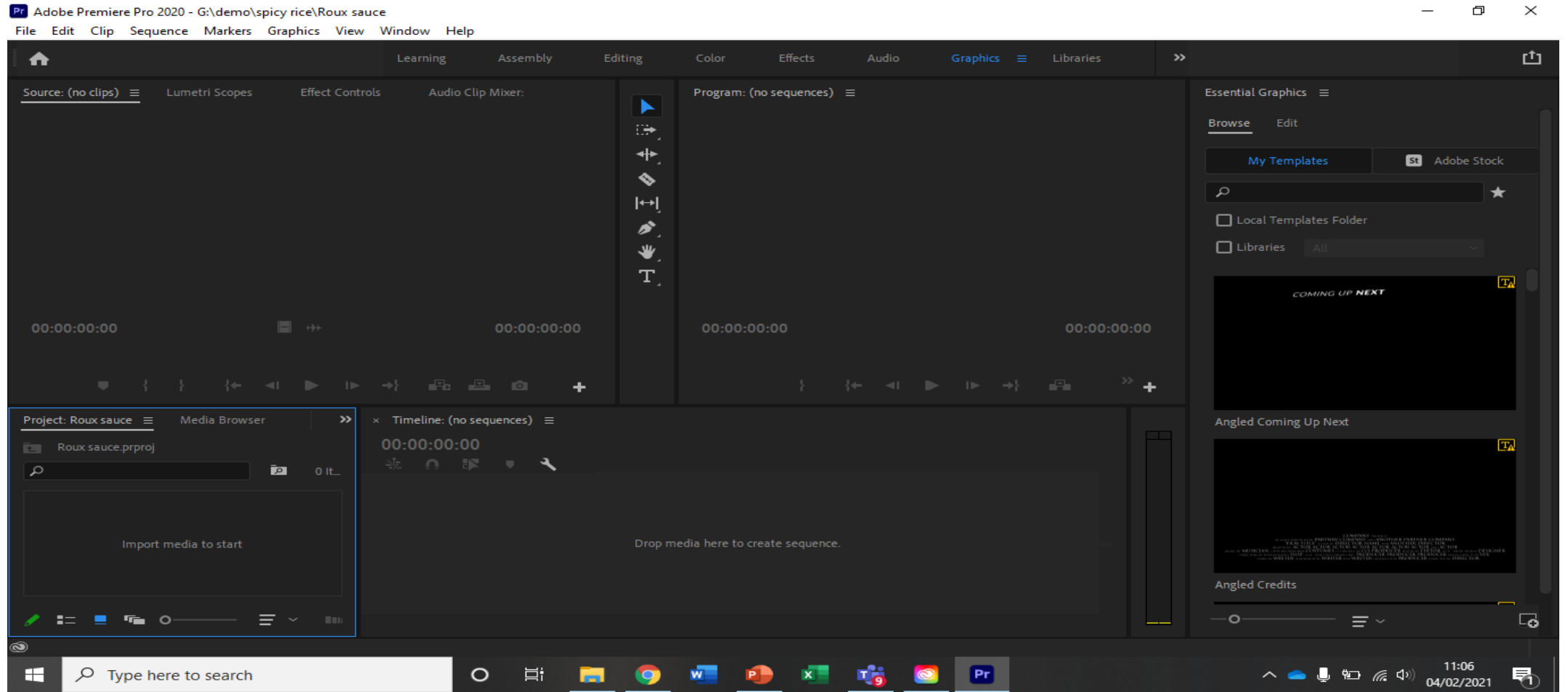
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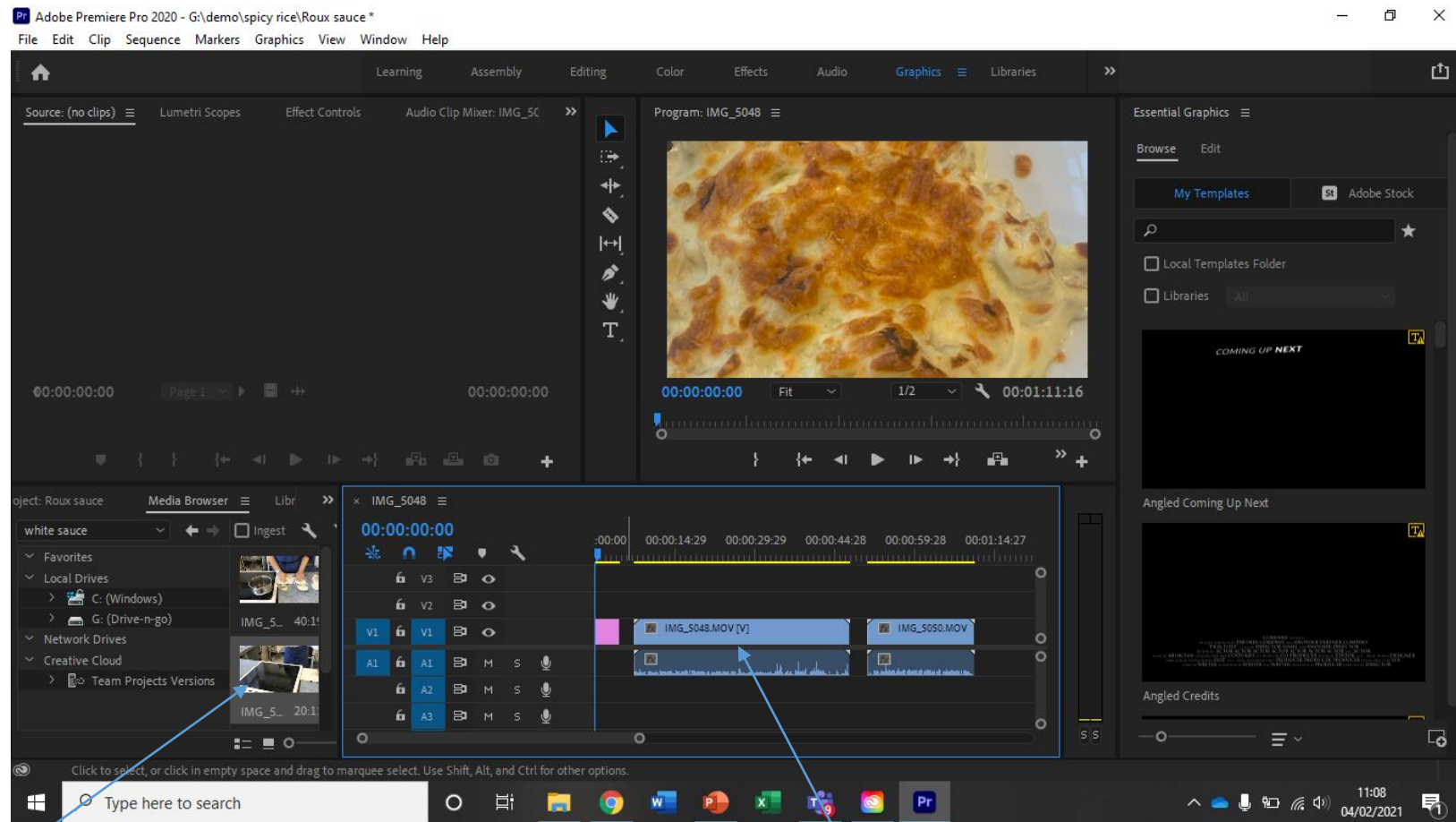


Video the lesson at school on an iPad
They are then downloaded and saved to an off line
file.



Use Adobe Premier Pro to edit

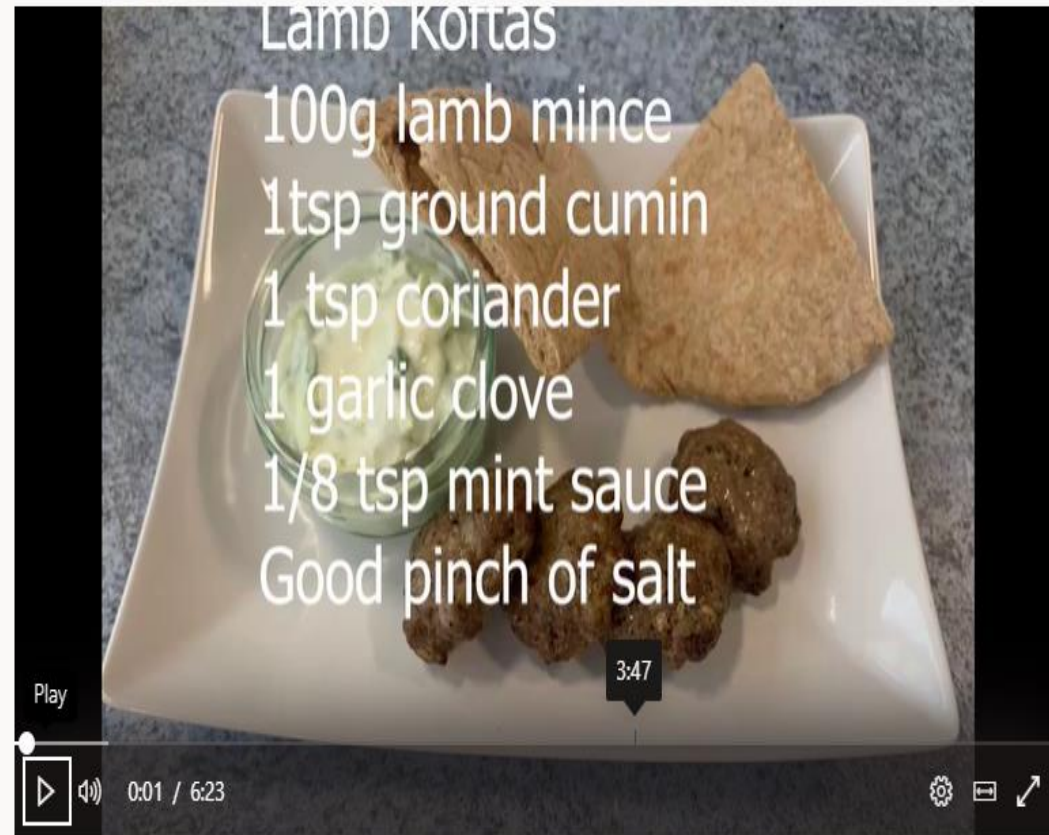




Files are saved on hard drive to import

The files are then imported into the software to start editing





Interactivity

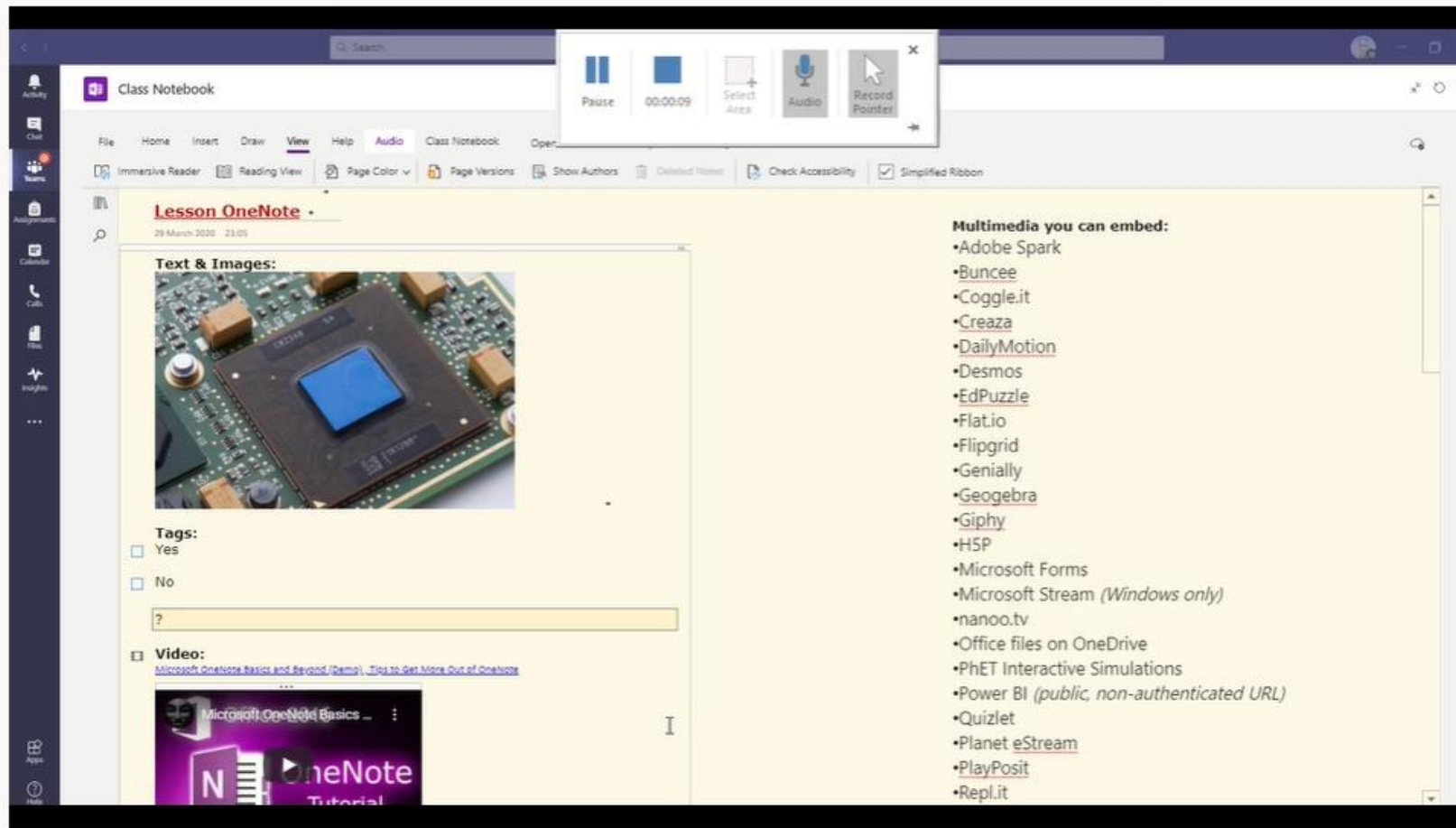
+ Add Form



Make your video more engaging by adding a survey, quiz, or poll using Microsoft Forms.

Subtitles

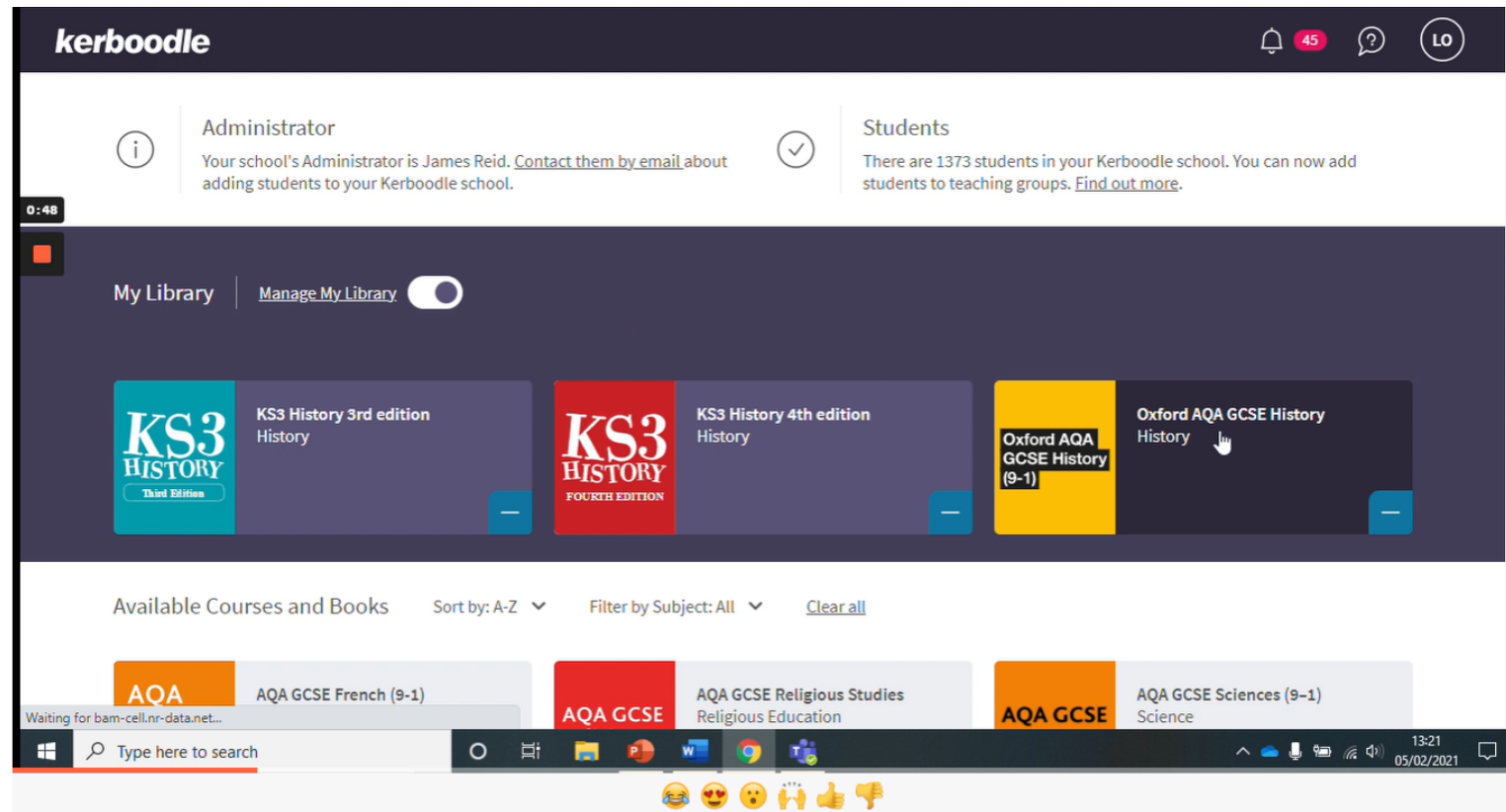




Details

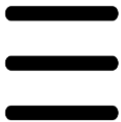
Quick Overview of OneNote

Natalie from Cockshut Hill

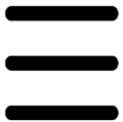


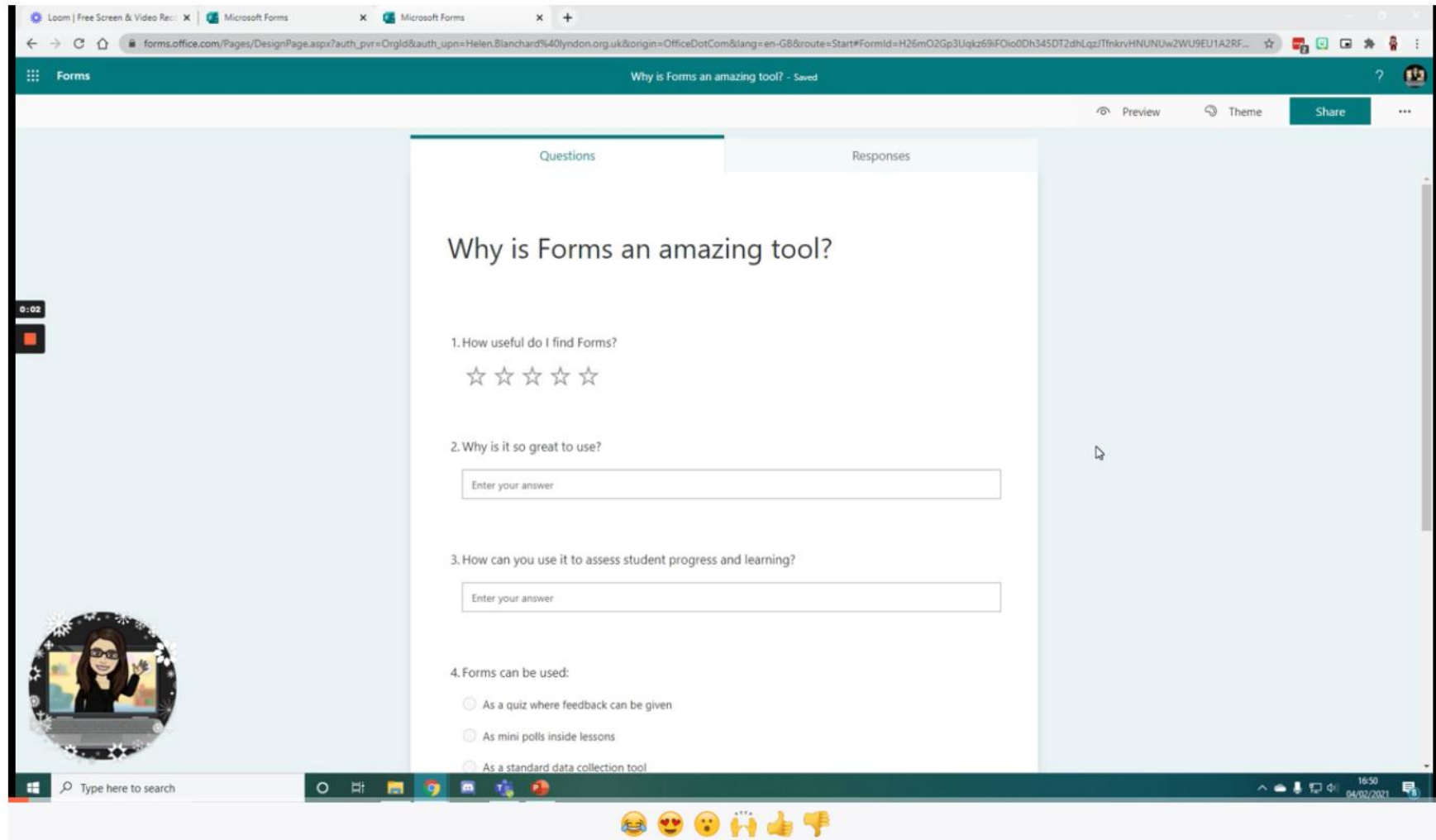
Word - Document1 - Word

Luke from Lyndon



Use of a visualiser to develop and enhance teaching and learning remotely.



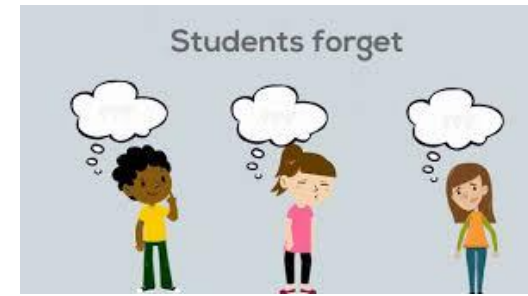


A Brief First Look at Microsoft Forms

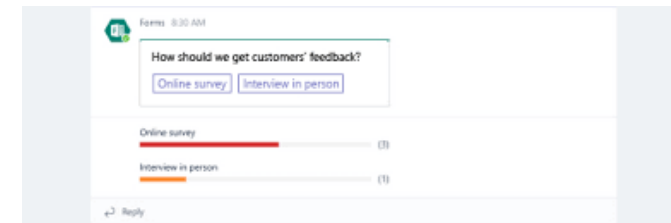
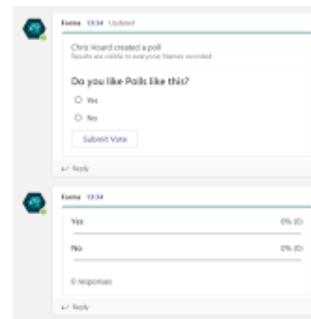
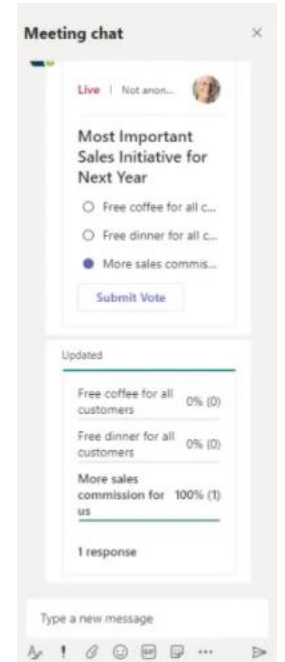
Helen from Lyndon



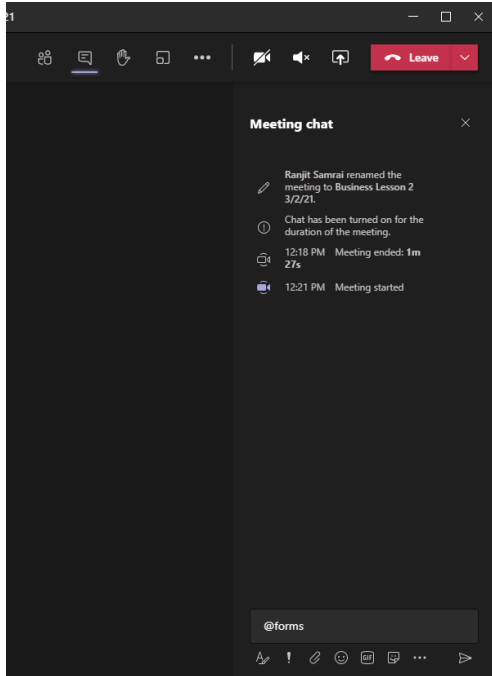
Using the chat function conduct polls



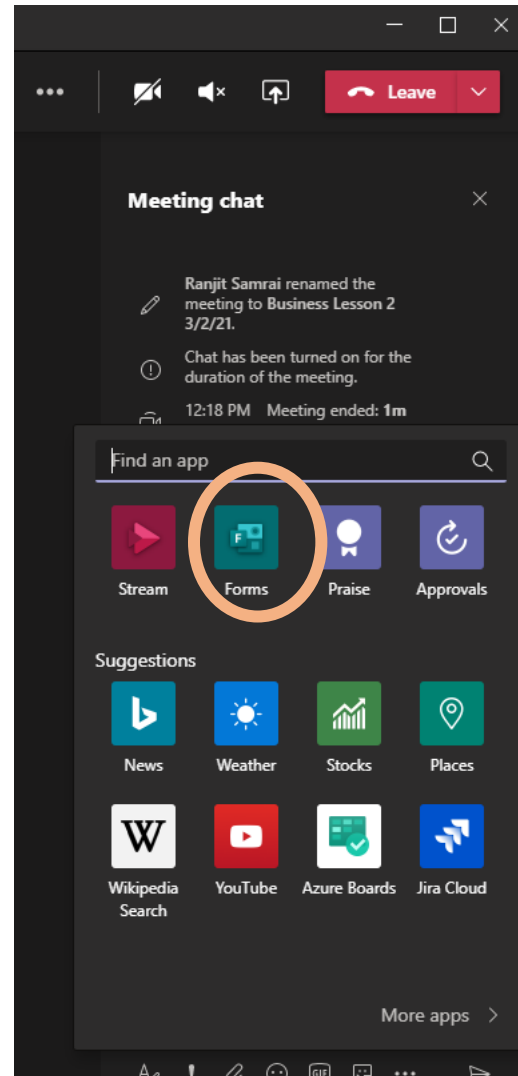
- If you would like to gauge students opinions on a topic or explanation that you have just given or even to check they have been listening or to check how much was taken in by the students. A quick and easy method is to enter the @forms into your chat in the lesson.
- Take a short poll to gauge understanding, where gaps lie or what you may need to go again and perhaps take students into a break out session to secure learning. It is quick and efficient and encourages engagement in the lesson as well as forcing the students to listen!



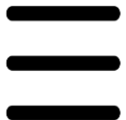
STEP 1: enter '@forms' into the chat function.



STEP 3: Enter your question and the choices you want the students to select from. Decide if you want to keep responses anonymous and to show results.

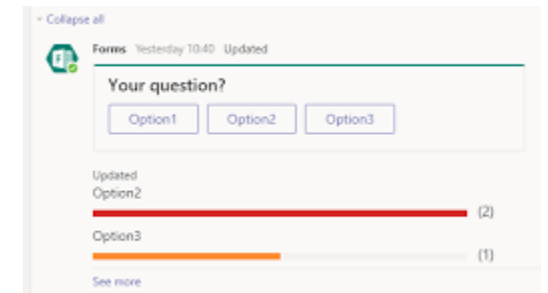


STEP 2: if nothing happens you need to add the MS Forms extension that is easily done by clicking the ellipsis (three dots) and selecting the MS Forms



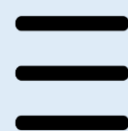
STEP 4: Preview your poll and hit send. It will appear in your chat and then so will the result.

STEP 5: An instant result on what students understood is given.



Rosenshine's Principles of instruction put into practice

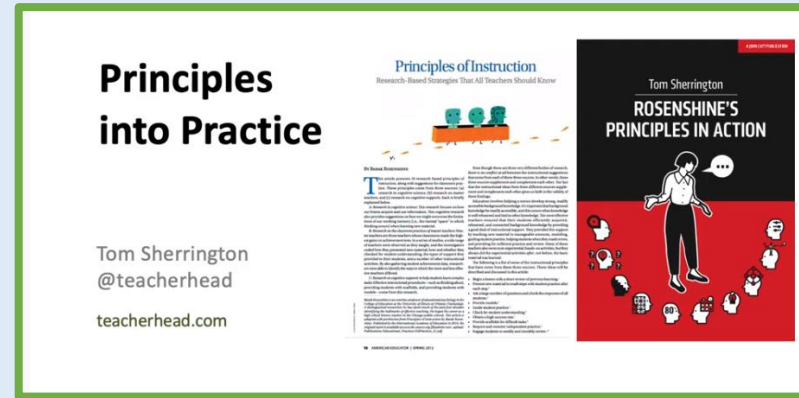
The following 6 slides provide a series of YouTube masterclasses from Tom Sherrington on the *Rosenshine Principles of Instruction*. Each masterclass is approximately 25 minutes and there are some think points and questions alongside the slides. There will be opportunities for discussion on these videos during the term ahead.



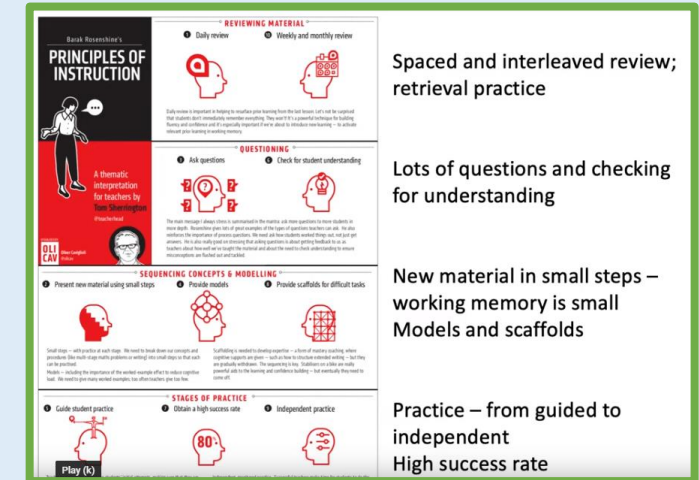
Rosenshine Masterclass introduction



Introduction and research

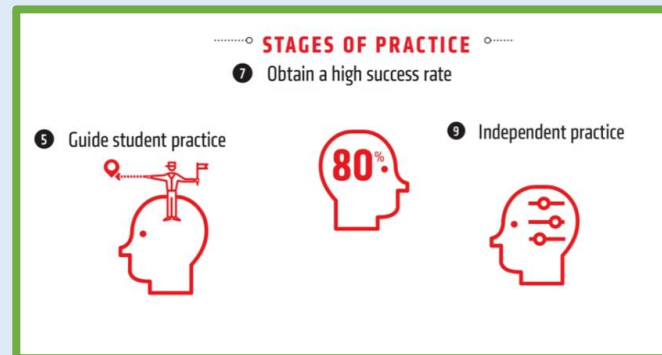


Sequencing, concepts and modelling

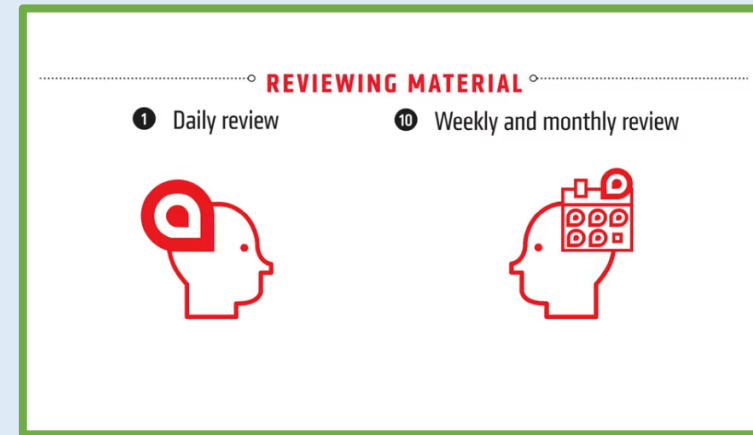


The six online videos

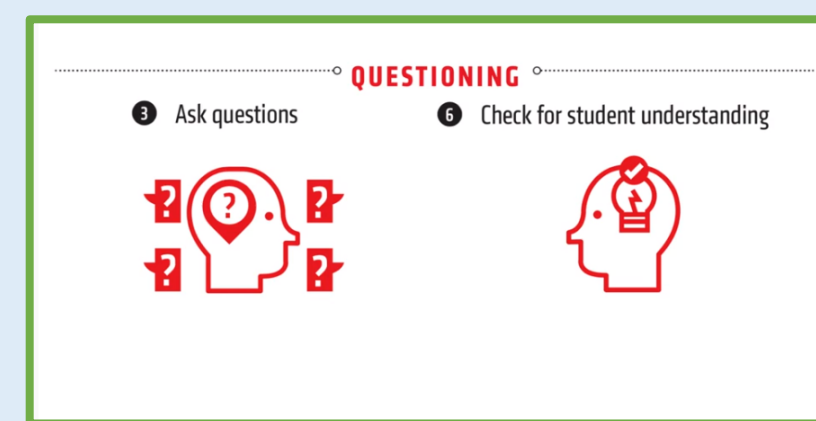
Stages of practice and conclusion



Daily, weekly and monthly review



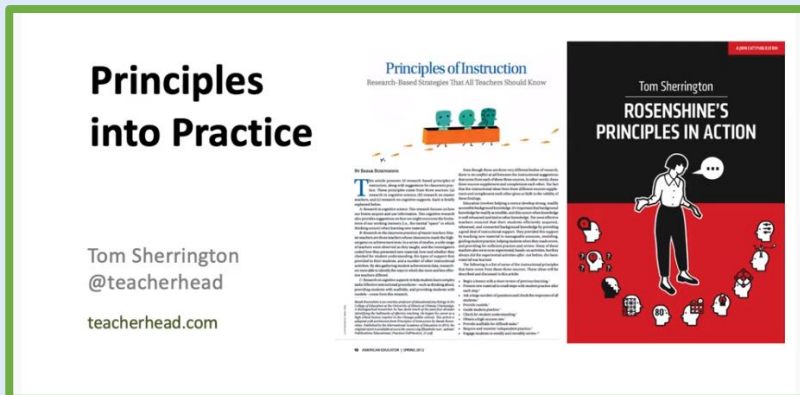
Questioning



Rosenshine Masterclass introduction



Introduction and research

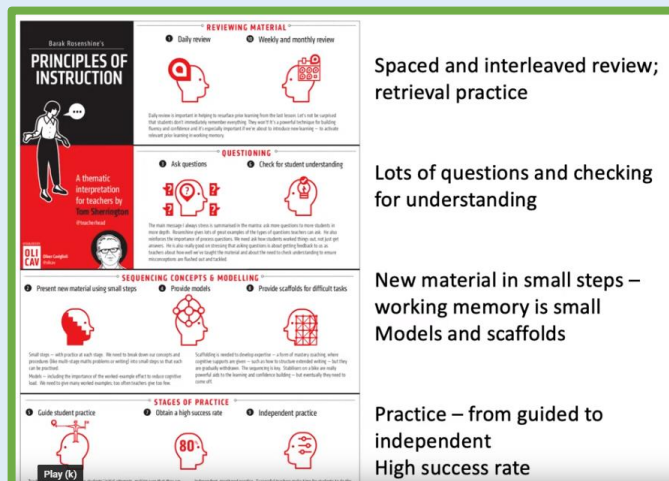


Think points/questions

- What was used to inform the writing of Rosenshine's principles?
- Why does Tom recommend against 'speed camera' behaviour in education?
- How self aware are you of your own classroom practice?
- What is meant by taking a 'generative' approach? Do you agree with this approach?
- What aspects of Nuthall's work does Tom promote?
- Do you agree with Shimamura's MARGE approach? As a practitioner which aspects of MARGE would you consider to be areas of strength/development?
- How do you build opportunities for schema building?
- What does Wiliam mean when he says that the value of assessment is amplified by the use of peer and self assessment?



Sequencing, concepts and modelling



Think points/questions

- Can you identify where pupils are getting 'stuck' in your subjects?
 - What are the Threshold Concepts in your subject – what do pupils need to understand before they move on?
 - How do we establish the concrete from the abstract?
 - Why is it important to have multiple models and examples in lessons?
 - What does Tom mean by a thinner curriculum – what two factors can challenge this?
 - What are the BIG IDEAS in your subject? What drives thinking and build schema?
 - Consider a SOL you are teaching in September– what prior knowledge is needed to tackle this topic?
 - What are the aspects of excellent writing on your subject area?
 - How do we share examples of excellence? How could we do this more?
- Are there any barriers for us modelling excellence?



Questioning

QUESTIONING

3 Ask questions

6 Check for student understanding



Questioning Techniques

Cold Call	No hands up or calling out. Ask everyone → select who answers.
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Think Pair Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

Think points/questions

- What do questions allow teachers to do?
- What is the danger of 'shallow sampling'?
- Why is getting pupils to feedback essential?
- From the list – which ones do you already use? Which ones would you like to try out?
- Why is rehearsal of knowledge important?
- What does Tom mean by 'honouring the depth' of the question you have asked?
- What do probing questions help to establish?
- How do you currently use process questions in the classroom?
- Are you aware of the CHOIR questioning at CDPS? How do you evaluate your own questioning?
- Where do you need to focus your energy as you continue to develop your practice?



Daily, weekly and monthly review

REVIEWING MATERIAL

1 Daily review

10 Weekly and monthly review

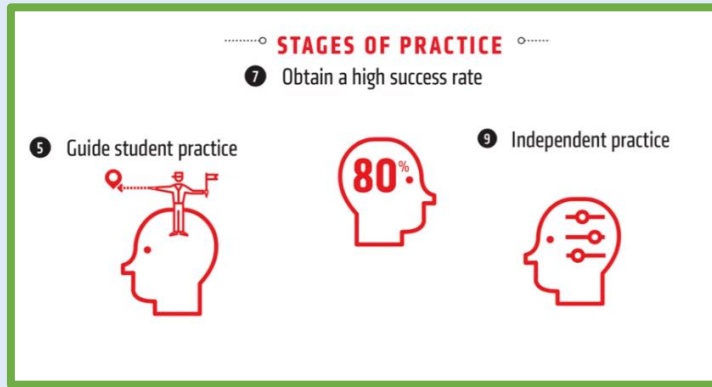


Think points/questions

- What is the distinction between Daily and Weekly/Monthly review?
- How do we activate prior knowledge in lessons?
- Which of the 6 strategies for effective learning are you currently using? Which would you like to develop further?
- Which of the principles of retrieval easiest to implement? Which are most difficult?
- Why is call back important in terms of developing terminology?
- How can we develop word richness in our areas of the curriculum?
- What is meant by retrieval needing to be a generative process?
- How can your lessons harness narrative structures?
- How well do you do retrieval at the moment?



Stages of practice and conclusion

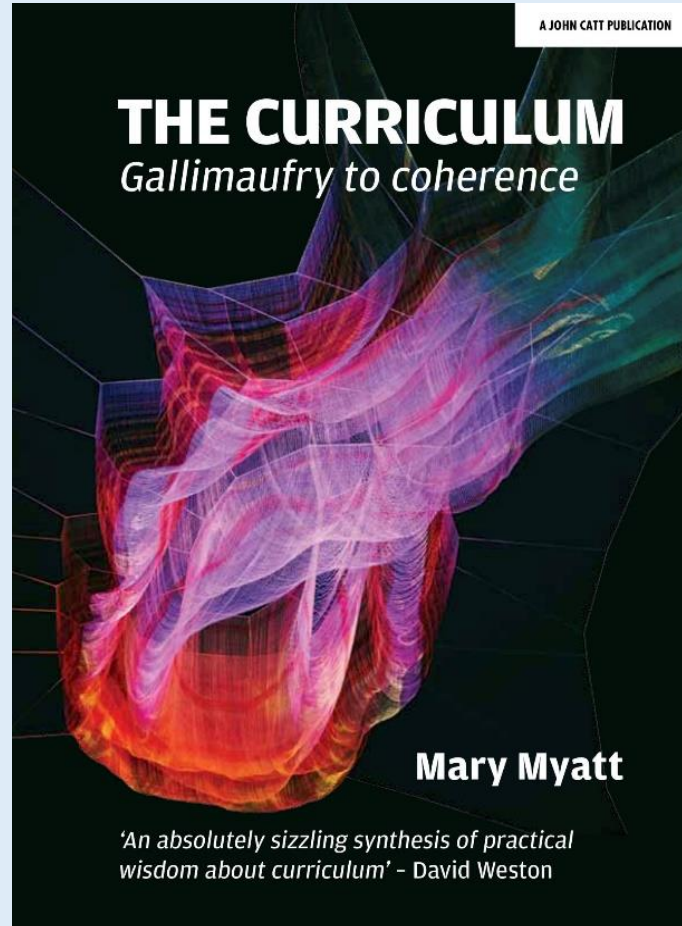


Think points/questions

- Mindset v Metacognition – what is the distinction and which do you promote?
- What is your faculty equivalent of 'trap and pass'?
- How do you currently move pupils from guided to independent practice?
- Why is automaticity valuable in the curriculum? What does it look like in your subject area?
- How can we breakdown questions and teaching/learning opportunities to engineer practice opportunities?
- What is your opinion on FACE as a tool for rehearsal?
- Rank the ten principles in terms of frequency of use in the classroom. Which areas do you want to embed more over the next academic year? What support do you need to embed these?



Considering the curriculum



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—
—

An opportunity to reflect on the curriculum that we deliver .

Considering the curriculum



This is a great opportunity to reflect on the work that you have already carried out on the curriculum and to ensure a robustness in your thinking and future planning.

Reflecting on your time in school, watch the talk and consider the following questions.

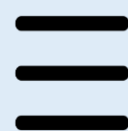
- What are the key concepts which underpin our subjects?
- What conversations are we having around the curriculum and at what levels?
- Should we avoid the 'Ghetto table'? How?
- How do we capture pupil voice? What is it telling us?
- 'Writing floats on a sea of talk' How do we promote oracy in our subject areas?
- How does our curriculum promote ambition?
- Are we meeting the needs of the 'challenge seeking species'?
- What do you think of the statement 'we don't know what children are capable of until they're given difficult and demanding things to do with appropriate support'?
- What problems are we giving pupils to tackle in our curriculum areas?
- Where does our curriculum evoke curiosity?
- Are we building in stories into our curriculum?
- How do we plan for interleaving?
- Are we cursed by 'content coverage'?
- What can our locality offer to the curriculum?
- Does our curriculum privilege thinking over task completion?
- Do we give the pupils to create beautiful work (work that is fit for purpose) ?



Running the room: The teachers' guide to behaviour.



An interesting insight into
behaviour management
strategies





Tom Bennett in Conversation with Tom Sherrington discussing Tom Bennett's new book, Running the Room

This video is an interview between Tom Sherrington (who will recognise from the Rosenshine work) and Tom Bennett who is often referred to as a behaviour management guru.

Click on the link above. Watch the video and consider the following questions.

1. Why is the book called 'Running the room'?
2. Behaviour management can be learnt? Do you agree?
3. Classrooms need to be calm, safe, dignified places – why do you think Tom picks these three words?
4. What is the 'know, teach, maintain model'?
5. What is meant by 'zero tolerance is a slogan, not a strategy'?
6. Why does Tom refer to consequence systems as snooze alarms?
7. How do relationships build?
8. Why is it important for the pupils to have a positive relationship with the school community, rather than individual teachers?
9. 'Humour is the outcome not the process' What is meant by this?
10. Do routines infantilise students?
11. Why is it important to keep expectations consistently high?
12. Is there a need for a removal room?
13. What is meant by a 'threshold moment'?
14. What is a limitation of centralised detentions as a sanction?
15. 'Manners must be taught'. What are your opinions on this?
16. How does behaviour link to the Rosenshine principles?

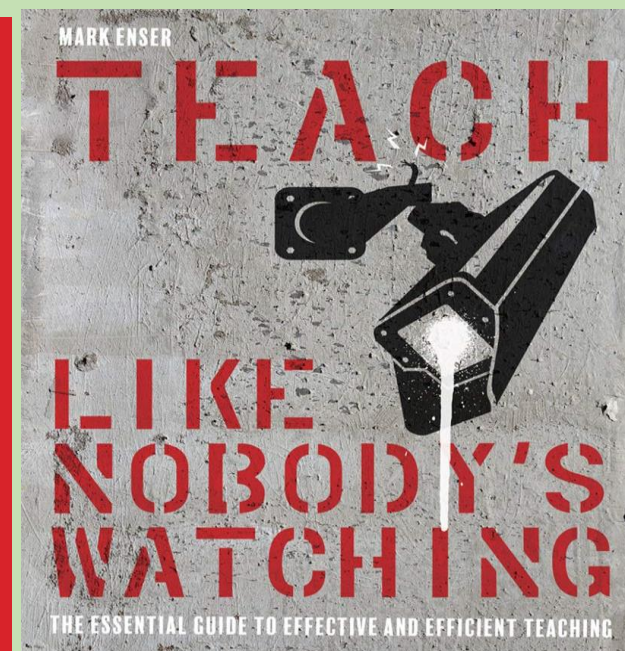
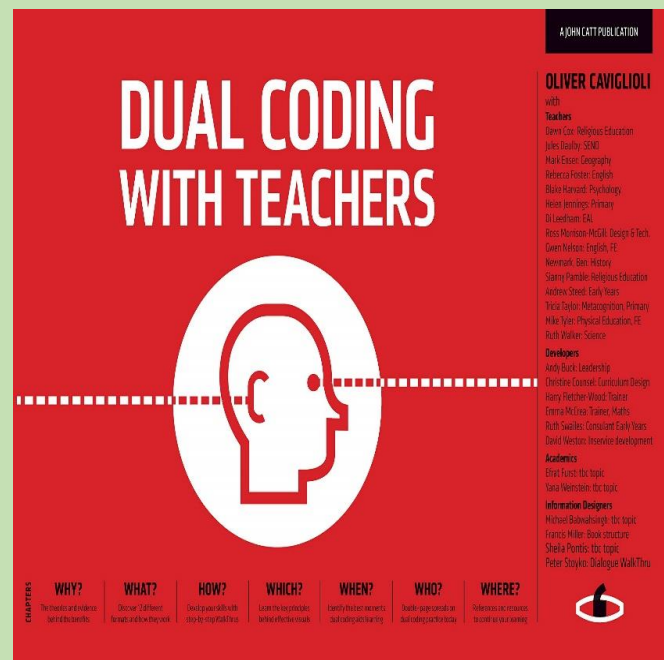
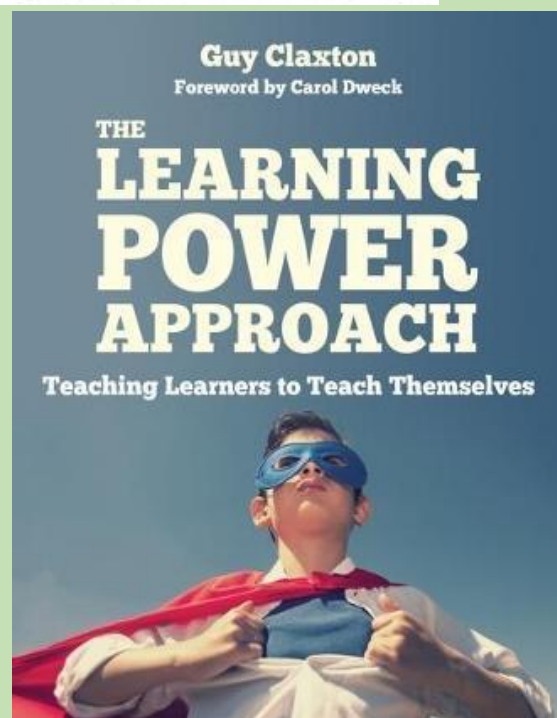
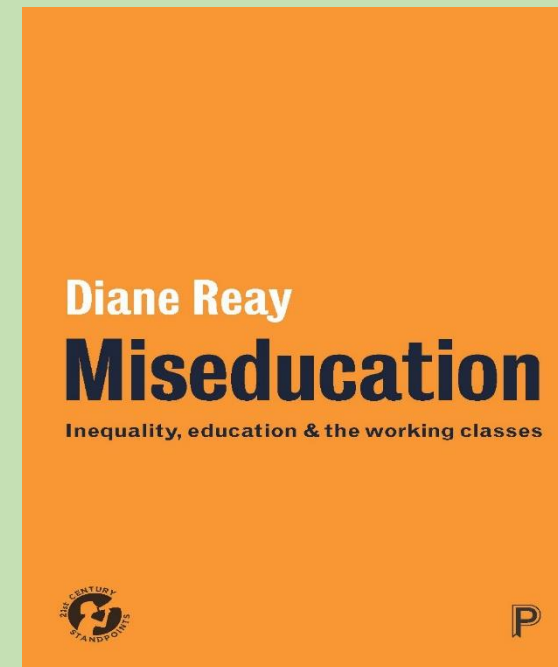
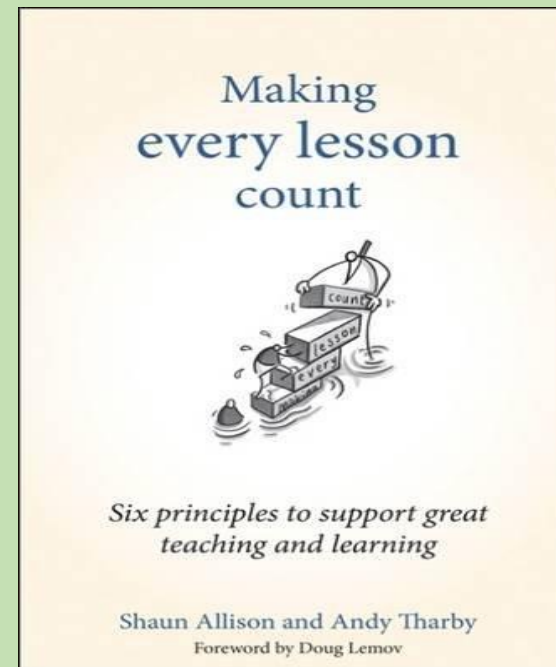
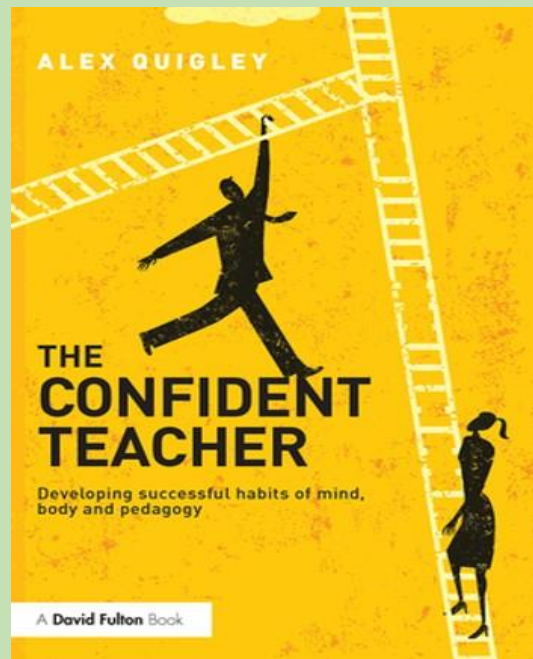
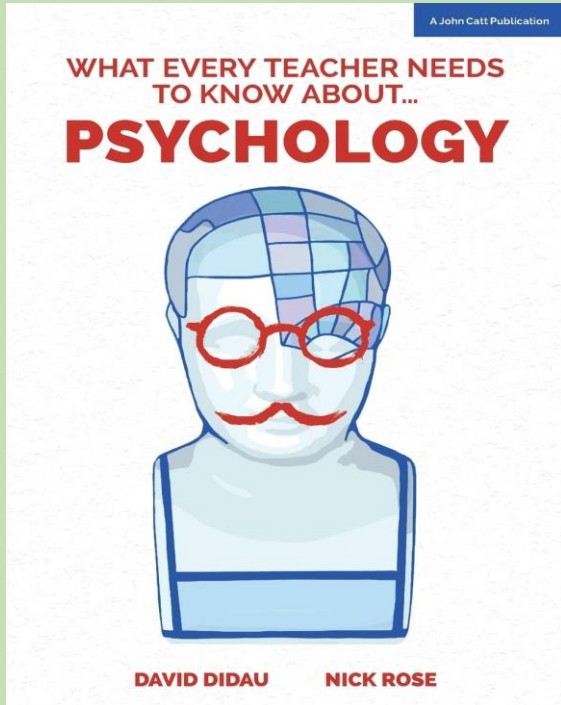


Interesting reads

This section provides details on 13 books linked to pedagogy and practice. If you find yourself with the time to read, have a look at one of these.

Recommendations of others that you have read would be great to hear.





Have a look at these reading suggestions – they are relevant to all subjects and across all phases and discuss generic aspects of pedagogy.

Future learn

This is a wonderful website which provides a wealth of knowledge in the form of online courses. The courses are offered by various providers including universities, subject communities and other specialists. The courses are free and usually require 2-3 hours of study per week. These are a great way to boost subject knowledge.





Business &
Management



Creative Arts & Media



Healthcare & Medicine



History



IT & Computer Science



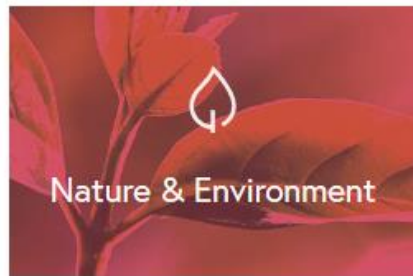
Language



Law



Literature



Nature & Environment



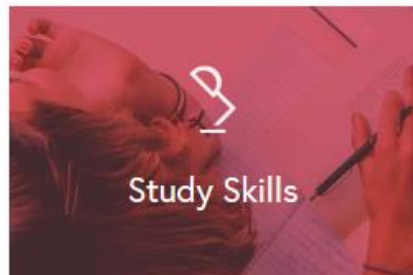
Politics & Society



Psychology & Mental
Health



Science, Engineering &
Maths



Study Skills



Teaching

www.futurelearn.com



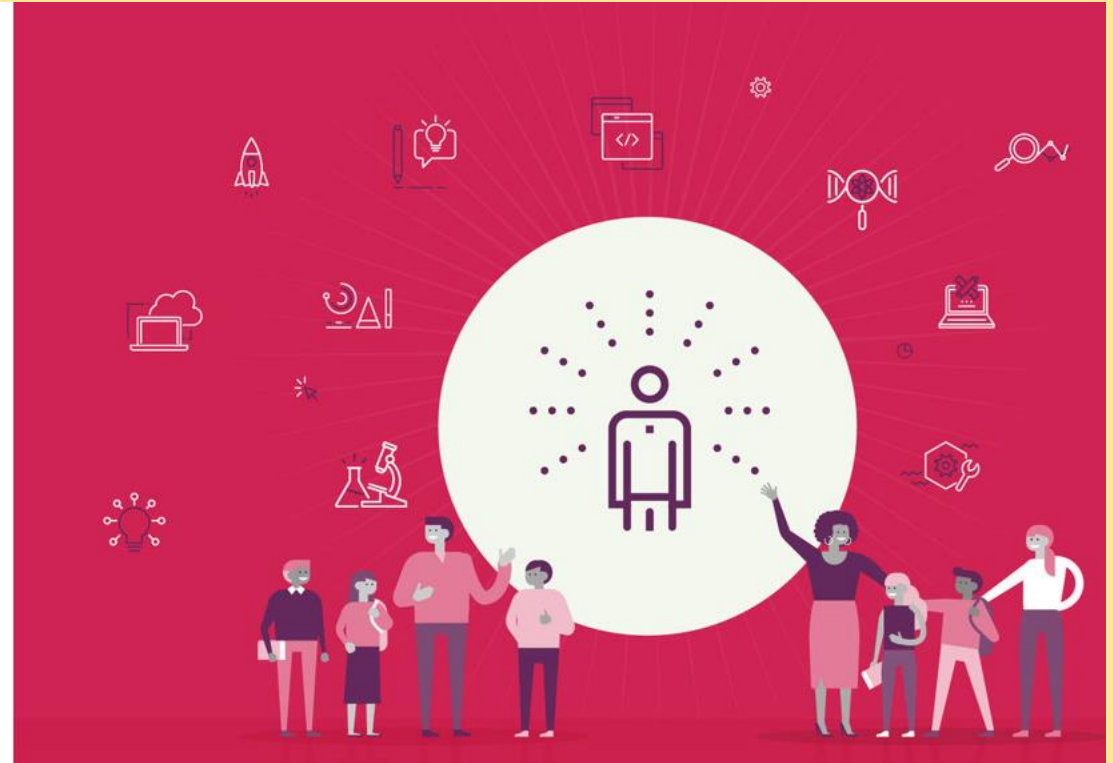
Behaviour management



Managing Behaviour for Learning

Transform your classroom with this CPD-certified course for teachers.
Support learning by building trust and improving behaviour.

[Join course for free](#)



Cultural Capital

Click on the tiles to find a series of websites and tools available to help promote Cultural Capital in your subject area. These can be used to boost your own subject knowledge or shared with pupils in lessons. There are some fantastic free resources and it would be great to hear your suggestions on all the others out there too.

