Teaching and Learning Strategy updated 2024/25

Teachers are encouraged to teach with some autonomy, but all lessons should be planned around Duke's **DNA,** following Duke's lesson structure.

DNA stands for lessons that are:

Differentiated for **support** and **challenge**
New and exciting learning opportunities
Active Learning

Through the **DNA** of T&L, we aim to provide:
- High expectations and aspirations
- Excellent subject knowledge, enthusiasm and a love of learning
- A learning community based on collaboration and cooperation
- Regular and effective feedback, as and when required

The **DNA** of Teaching and Learning ensures all lessons are

Differentiated for **support** and **challenge**, through:		
	Questioning *Dialogue is used as a tool to facilitate effective learning*	Planning should incorporate opportunities for thoughtful questioning, which engages and develops understanding. Students should be encouraged to ask questions. Low stakes retrieval should also be embedded. Questioning supports effective feedback in the moment and should be adapted effectively.
	Stretch and Challenge *Adaptive teaching is used effectively for all groups of students to be challenged in their thinking*	Planning should ensure all students are prepared to take the next steps forward, with opportunities to face new challenges through teachers' methodology, materials or expectations of them. There should be an appropriate level of challenge for all students in the tasks they are set. Tier 3 vocabulary should be taught explicitly.
	Critical thinking *Time is given for students to develop critical thinking skills to help solve problems*	Planning should incorporate opportunities for critical thinking, allowing students to formulate their own opinions, draw their own conclusions, make connections and to think analytically. Students are expected to think deeply.

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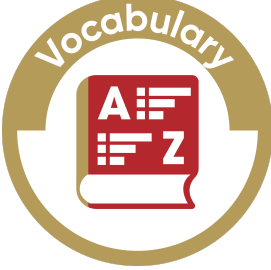
The **DNA** of Teaching and learning provides

New and exciting learning opportunities, through:		
	Creativity *Students are encouraged to be creative, aspirational and to develop their skills and talents*	Planning should incorporate a range of strategies, materials and content that ensure students are motivated to aim for excellence and allow them to be creative. Lessons should encourage the imaginative creative habit of mind.
	Reflection *Time is given for students to reflect on what they have learned and achieved and what they need to develop further*	Planning should provide opportunities for students to reflect on their knowledge and understanding for previous lessons, embedding retrieval and reflecting on links to learning elsewhere in the curriculum.

The **DNA** of Teaching and Learning encourages

Active learning, orientated through:		
	Collaboration Time is given for collaboration *in various ways, promoting effective communication skills*	Planning should incorporate a range of activities which allow students to discuss, share thoughts and ideas and to work effectively together, where appropriate. Oracy should be incorporated where possible.
	Resilience *A growth mindset is established in all lessons*	Planning should consider ways in which knowledge can be developed, allowing students to embrace change and challenges, persist in the face of setbacks and to see effort as the path to success.
	Independence *Time is given for students to develop as independent learners*	Planning should incorporate opportunities for students to work independently and to take responsibility of their learning, including in extended written tasks.

The following are specifically planned for in lessons:

	Retrieval *Explicit retrieval activities are strategically planned for*	Planning should incorporate a range of retrieval activities to support secure knowledge retention and retrieval, including low stake quizzes. Retrieval should be used at the beginning of every lesson to help prepare students for the next stage of their learning.
	Tier 2 and Tier 3 vocabulary	Planning should ensure Tier 2 and Tier 3 vocabulary is explicitly taught. There should be planned opportunities to discuss vocabulary, including semantics, morphology and phonology where appropriate.