

The Dorcan Academy - 6 Principles of Learning and Teaching

Principle of Better Practice

So that....

1. Culture for Learning

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| <ul style="list-style-type: none"> a. Teachers demonstrate effective classroom management b. Teachers consistently apply the behaviour policy c. Teachers ensure that there is a high ratio of student participation d. Teachers reinforce effort and provide recognition e. Teachers ask questions that promote student participation | <ul style="list-style-type: none"> a. Minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions b. Students can think hard about their learning free from distractions c. Students are engaged in thinking hard about key learning d. Students understand the connection between effort and achievement e. A high number of students are asked and answer questions |
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2. Quality of Instruction

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| <ul style="list-style-type: none"> a. Teachers give highly effective explanations b. Teachers provide clearly defined outcomes c. Teachers present new knowledge in small steps d. Teachers model excellence and how to achieve it e. Teachers frequently ask questions to probe understanding | <ul style="list-style-type: none"> a. Students quickly grasp key ideas b. Students have complete clarity around what they are learning and what success looks like. c. Each step can be mastered before students move on d. Students know what excellence looks like as well as how to achieve it e. Students are given opportunities to articulate their understanding both verbally and in written form |
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3. Subject Mastery

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| <ul style="list-style-type: none"> a. Teachers demonstrate expertise in exam specifications b. Teachers plan for and address misconceptions c. Teachers sequence and interleave content
Teachers promote and uphold the highest standards of literacy and oracy e. Teachers ask questions which are specific and accurate | <ul style="list-style-type: none"> a. Students are successful in examinations b. Students overcome common misconceptions c. Students revisit material in a way which promotes long term memory d. Students communicate in a format that is clear, complete and accurate e. Students can provide high quality answers |
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4. Making it Stick

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| <ul style="list-style-type: none"> a. Teachers regularly use low stakes testing b. Teachers guide students as they begin to practise new material c. Teachers give students opportunities to independently practise d. Teachers effectively manage cognitive load e. Teachers ask questions which make links with prior learning | <ul style="list-style-type: none"> a. Students can embed learning into their long-term memory b. Students can develop fluency and accuracy in new learning c. Skills and knowledge become automatic for students d. Students successfully understand and remember key aspects of learning e. Students are encouraged to draw on prior knowledge |
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5. Adaptive teaching

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| a. Teachers provide and strategically remove appropriate scaffolds for demanding tasks | a. Students are able to succeed in challenging tasks |
| b. Teachers pitch high every lesson | b. Students are challenged to exceed expectation |
| c. Teachers adapt teaching as needs emerge, utilising flexible grouping and seminar learning | c. All students make exceptional progress |
| d. Teachers have a developed understanding of students with diverse needs | d. All students with SEND/ EAL students/students with a range of learning needs make exceptional progress |
| e. Teachers ask questions which are appropriately pitched and directed | e. Students are challenged to answer appropriate questions |

6. Assessment and feedback

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| a. Teachers give students high quality feedback | a. Students' actions are refocused or redirected to achieve a goal |
| b. Teachers accurately gather information on student learning | b. Teachers know which topics to re-teach that were not grasped first time |
| c. Teachers provide students with opportunities to act upon feedback | c. Students can swiftly develop further knowledge and skills |
| d. Teachers plan and ask questions that provide a picture of student learning | d. Students are able to articulate their learning and progress |
| e. Teachers provide opportunities for students to plan, monitor and evaluate their own learning | e. Students are able to reflect effectively by monitoring and evaluating their own learning |

Our vision for Teaching and Learning at The Dorcan Academy is to ensure that we are enabling students to think hard and participate fully in every lesson. For this reason, questioning is a key strand that runs throughout all of the Six Principles.

Building on our work from the '5 a Day' toolkit, teachers may choose to use technology where appropriate, to support their modelling, guided practice and to show all students' work.

Key priorities to achieve this vision for Teaching and Learning will be to focus on developing students' 'Habits of Attention', 'Habits of Discussion' and Metacognition.