

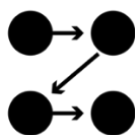


Bagthorpe Primary School

Inclusive Quality First Teaching

At Bagthorpe Primary School, teaching and learning content is planned to construct a progressive curriculum that builds on procedural (skills) knowledge and declarative (factual) knowledge. This deepens children's understanding and helps them to make links and connections across subjects and with the wider world. Coherently planned, sequenced lessons mean children know more and remember more. Long-term plans set out when and what is taught for each subject to ensure full coverage. We adopt the following ten approaches to provide **Quality First Teaching**.

1. Clearly Sequenced Curriculum



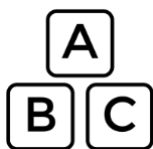
If taught in a logical sequential way, a progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have SEND.

2. Pre-Teaching and Over-Learning



Where pupils struggle with new content pre-teaching introduces new vocab and ideas based on what they already know, whilst over-learning offers regular review and recall.

3. Chunking Content



When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.

4. Modelling



As with babies taking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.

5. Retrieval Practice



A strategy designed to recall and remember information. Often termed 'low stakes testing', these can take the form of quizzes, flashcards, clickers and multiple choice questions.

6. Effective Questioning



Question starters should begin with what, where, why, how. Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.

7. Concrete Examples



For many learners, including those with SEND, understanding abstract concepts and ideas are difficult to comprehend, therefore concrete examples using visuals and other sensory stimuli, as well as real-life examples, will help understanding.

8. Dual Coding



When learning new material, our short-term memory is limited and this impacts on our attention and cognitive load. Presenting information through both words and images helps with new learning and retrieval. Examples include infographics, diagrams, sketch notes etc.

9. Explicit Teaching of New Vocabulary



It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words - even if they have been covered in a previous scheme of work. When teaching new vocab pupils should: read it, explore its origins, understand it, see it in different contexts, and use it.

10. Feedback



Feedback opens the lesson with clear aims and objectives, it is used throughout the lesson to acknowledge correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.