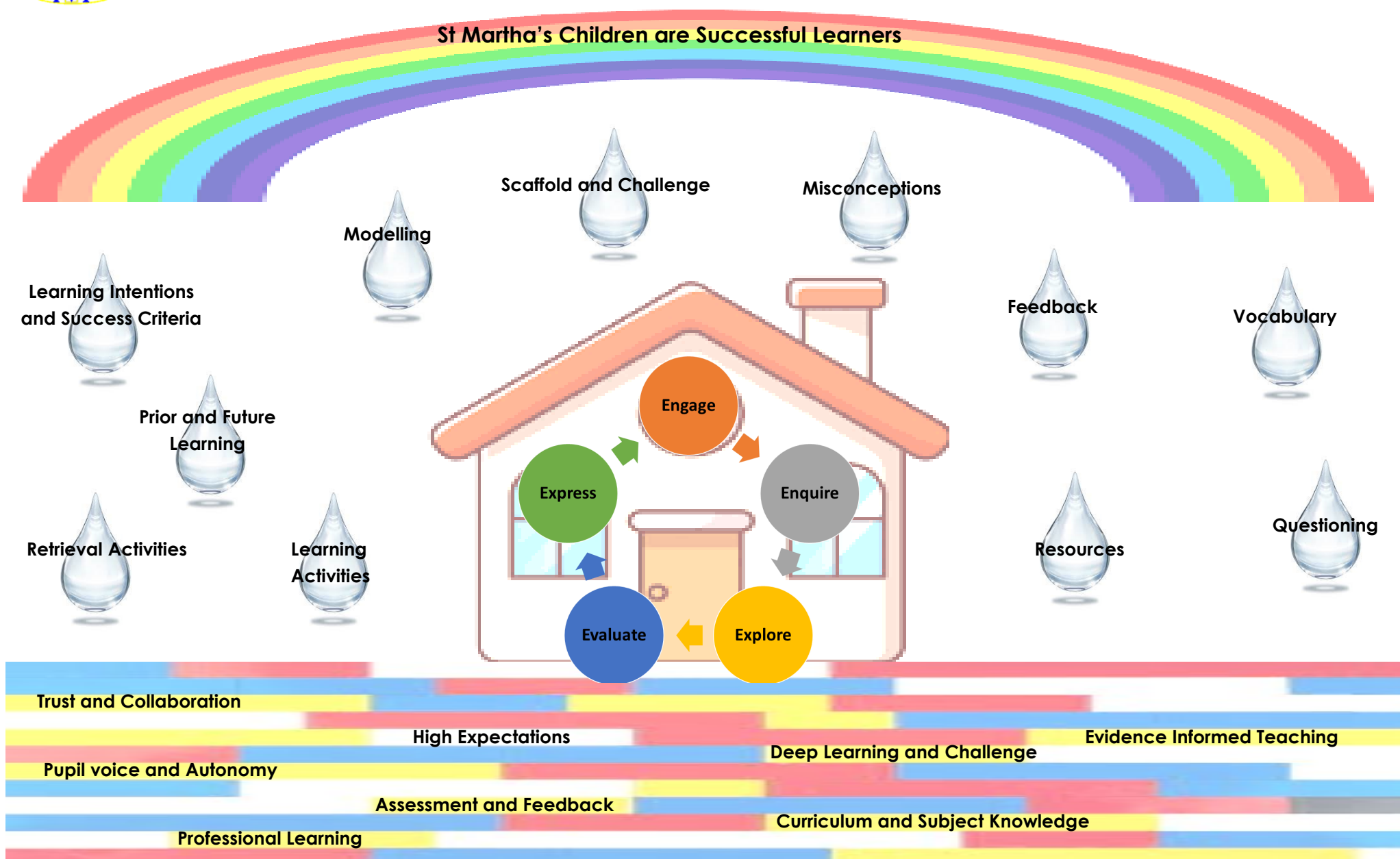




St Martha's High Teaching and Learning Approach

St Martha's Children are Successful Learners





St Martha's High Teaching and Learning Foundations



Our teaching and learning are based on carefully considered principles...

Culture of trust and collaboration in the classroom

Children feel safe to take risks, to suggest answers, to attempt learning and to work with their peers to collaborate.

High Expectations

We have high expectations for all children, scaffolding and challenging their learning so that they can be the best they can be.

Pupil voice and Autonomy

We listen to our children and value what they say. We adapt our practice if necessary to ensure the children are getting the best.

Evidence Informed Teaching

We use evidence informed strategies that help us to ensure our children have the best chance to learn and make progress.

Curriculum and Subject Knowledge

We carefully consider our curriculum to ensure children can build and develop their skills and knowledge.

Deep Learning and Challenge

We 'teach less better' which means we spend time ensuring our child have deep knowledge of the big ideas in a topic.

Rigorous Assessment and Feedback

We assess our children in a variety of ways to ensure we know how well they are doing and how we can address their areas of development.

Evidence informed professional learning

We carefully plan and deliver our CPD to ensure that we are offering consistency and the best practice for our children throughout the school.



St Martha's Teaching and Learning Model



Engage— Spark our children's curiosity...

Inspire your children, get them excited about the learning ahead. Hook them in...Watch an extract from a film, story, music/singing, experience –trips, treasure hunt, visitor, exploring arte-



Express— Create with our children...

Showcase their learning—artwork, D&T final piece, poem, a report, an information leaflet, a double page spread...

How does their final piece of learning show all that they have discovered and developed over the course of the unit of study?



Evaluate— Review with our children...

What have they learnt?

Would they like to know anything else?

Are there still any misconceptions? Address these

What will they use their new skills and knowledge for next?



Enquire— Prepare our children to learn...

Introduce learning journey—what do the children already know? What will they learn?

Introduce vocabulary and meanings

Children ask questions—what would they like to find out?

Discussion on research methods—how could they find out?



Explore— Guide our children...

Teach them new knowledge and skills

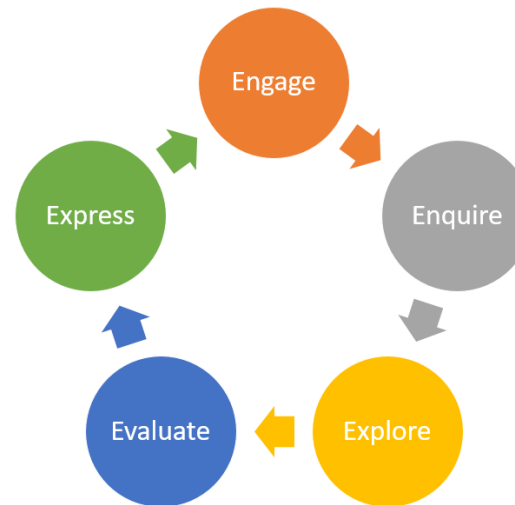
Allow time to explore it

Guide them through challenges

Apply prior knowledge—support children to make connections

Address misconceptions

Rehearse and practice new knowledge and skills





St Martha's High Impact Teaching Strategies



We know effective teachers regularly consider...

Learning objective and Success Criteria

Children know what they are learning and what they need to do to achieve this.

Future and Prior Learning

Children know the journey that they are on so that they can make connections in their long term memory.

Retrieval Activities

Children know the specific prior learning they will be using in the lesson. Also practice key nuggets of prior knowledge so it is embedded in their long term memory.

Learning Activities

Children are carefully guided through challenges. The children could be working collaboratively or independently.

Modelling

Children see the teacher completing worked examples and see the standard in which they are expected to complete their learning.

Scaffolding and Challenge

Children are supported or challenged to achieve high expectations to develop their skills and knowledge.

Misconceptions

Teachers consider the misconceptions that may arise and address them. When misconceptions arise in the lessons teachers reassess their plan to address these.

Feedback

Children are given feedback in a way that is suitable to their ability. Children know how they have achieved the learning objective and ways to develop their learning.

Resources

Children have access to a range of high quality resources to support their learning style.

Vocabulary

Children learn key words and meanings to help them talk about their learning articulately.

Questioning

Teachers carefully consider the questions they will ask to guide the children's thinking and spark their curiosity.