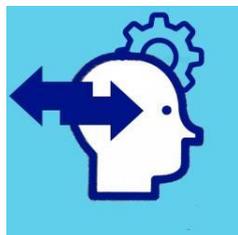# Teaching and Learning Framework

**We are ambitious for *every* learner - We provide a high level of challenge for *all***
**We know our students well - We are subject experts - We are deliberate in our practice**

## Throughout every lesson:

### We have positive relationships supported by consistent routines

We model the **Fortismere Four** and have high expectations of every student
We have our classrooms and resources prepared and expect students to be punctual and ready
We **meet and greet** students at the door to maintain positive corridor behaviour
We ensure that students take pride in their work and adhere to the **Presentation Pledge**
We check classrooms are ready for the next class and **end and send**

### We check for students' attention, participation and understanding

We use a range of techniques to ensure *everyone* understands:
- Questioning - e.g. **cold calling**, **provide thinking time, targeting**, **probing**
- Whole class sampling - e.g. **mini whiteboards**
- Observing and supporting students working - e.g. **laps**
- Real time feedback - e.g. **verbal feedback**, **live making**

We focus on our **STAF** and **SEND** students and make appropriate adaptations

## An evidence informed* model for effective learning across a sequence of lessons:
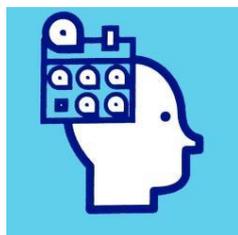
### We activate students' thinking, curiosity and participation

We ensure the **objectives** of the lesson are clear and are part of a logical sequence
We provide a **'Do Now'** at the start of every lesson that connects to students' learning
Students **retrieve** prior knowledge from last lesson, last week, last term through:
- Independent engagement with a stimulus or question
- Recycling of previous learning (e.g. from homework) in a new format
- Low stakes testing of prior knowledge

### We present new material using small steps and model processes

We **break down concepts and skills** into 'chunks' to manage cognitive load
We anticipate **common misconceptions** and plan to resolve these
We provide **models** to support students and build confidence and proficiency
We teach **key vocabulary** explicitly and support students' literacy in our subjects
We aim for a **high success rate** and celebrate students' successes and progress
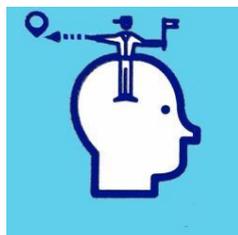
### We guide effective independent practice and application

We provide **sufficient time** for students to **practice independently**
We design activities that will support students to **apply their learning in new contexts**
We **scaffold tasks** and plan how we will remove these scaffolds
We **monitor** students' work, checking on STAF and SEND students first
We **adapt** our teaching where there are any gaps, errors or misconceptions
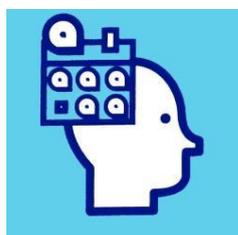
### We review learning and plan for next steps

We **rigorously check** that students have achieved our intended objectives
If there are any gaps, errors or misconceptions we plan to:
- Reteach to the whole class or a small group
- Revisit in a different context
- Provide further practice

We use **homework** and **independent study** to prepare, consolidate and extend learning

*Rosenshine 2010: Principles of Instruction