

At Brompton and Sawdon we have identified several key, proven fundamentals of teaching which will form the basis of our CPD and teaching.

6 Fundamentals of teaching at BSCPS

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision <small>From EEF research regarding effective SEND provision</small>
1)Activating and building upon prior learning / retrieval	<ul style="list-style-type: none"> • Pupils recall past learning each lesson using Bespoke Assessment / Retrieval exercises • Bespoke Assessment materials used to refer to previous lessons (recap) and outline how this will help the children learn in this lesson • Gaps identified in knowledge / understanding are addressed on a 1:1, group or class basis 	<ul style="list-style-type: none"> • Cognitive strategies (techniques teachers use that explicitly support pupils to learn and retain info) • Metacognitive strategies (pupils thinking about their own thinking / learning)
2)Behaviour	<ul style="list-style-type: none"> • Positive approach: celebrate pupils doing things well • Lessons are pacy / verbal inputs minimised • Pupils know how to work well with their peers / BBBB • Any poor behaviours are noticed and addressed 	<ul style="list-style-type: none"> • Timer • Visual timetable • I do, we do, you do approach • Explicit instructions (eg. checking student understanding more frequently and modelling a task before students begin to work independently)
3)Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. <small>-Adaptations allow pupils with SEND to achieve in line with their peers</small>	<ul style="list-style-type: none"> • Tasks or content adapted so <u>all</u> can access / achieve • Range of Assessment for learning strategies used so adults know who needs challenge or support • Knowledge deepened for those needing challenge: <ul style="list-style-type: none"> -teaching others -creating own questions -complete a more complex task -applying knowledge in a different context (eg. where else might a material be used in science) -Looking at things from a different angle (eg. what of there wasn't air resistance?) 	<ul style="list-style-type: none"> • Modelled writing • Tasks scaffolded • Use of Technology • Flexible groupings / paired work • Alternative recording
4)Questioning	<ul style="list-style-type: none"> • Mix of Open / Closed • To assess • Cold Calling / No hands up • Follow up questions / challenge: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'... 	
5)Vocabulary	<ul style="list-style-type: none"> • Precisely modelled • Accurate spelling expected of key words • Displayed for reference • Precise use expected (also part of recap/retrieval) 	<ul style="list-style-type: none"> • Key words accessible / provided
6)Feedback	<ul style="list-style-type: none"> • Highest expectations of presentation- every time • Meaningful, manageable, motivating(challenging) <ul style="list-style-type: none"> -policy followed -corrections marked • All work marked / noted • Key Vocabulary corrected 	
		<p>These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.</p>