

The NW Approach to Teaching

WE ARE RESPONSIVE

Teacher Habits	NW Strategies	Fine Print
We make every minute count	<ul style="list-style-type: none"> • Circulate • Active Observation • No Opt Out • Work the clock • Turn and Talk 	<ul style="list-style-type: none"> • We use The North Walsham Way to ensure no learning time is lost • We expect 100% of students to be listening, watching and engaged throughout the lesson • We each have a clear routine for gaining students' attention (eg. "3-2-1") • We have clear and consistent expectations for all lesson transition points (eg. Do Now, turning to talk to a peer, handing out books) • We give clear and explicit instructions • We plan tasks to maximise student learning • We use a range of techniques throughout the lesson to check for understanding and adapt our lessons to ensure every minute counts
We have high expectations	<ul style="list-style-type: none"> • Right is Right • Without apology • Make Expectations Visible • Radar and Be Seen Looking 	<ul style="list-style-type: none"> • We teach the best that has been thought and said • We expect students to strive for excellence at every opportunity • We scaffold learning so all students access the most challenging content • We predominantly use 'Cold Calling' when questioning to ensure all students are cognitively active • We regularly praise excellence to create a positive culture for learning • We challenge passivity and responses that are incorrect and incomplete • We make no apologies for our high expectations
We use retrieval practice	<ul style="list-style-type: none"> • Knowledge Organisers • Retrieval Practice • Do Now 	<ul style="list-style-type: none"> • We begin every lesson with a silent 'Do Now' retrieval practice task • We use a range of approaches to retrieval practice throughout the lesson • We plan retrieval practice that challenges students to reactivate knowledge from prior learning • We respond to errors and common misconceptions in line with the feedback policy • We check for understanding of all retrieval practice tasks
We check for understanding	<ul style="list-style-type: none"> • Circulate • Active Observation • Show Me • Show Call • Targeted Questioning • Affirmative Checking • Reject Self-Report 	<ul style="list-style-type: none"> • We do no individualised written comments on work, assessments or in books • We outline clear success criteria against which to measure students' learning • We circulate throughout to gather information about student learning • We check for understanding using a range of approaches including (but not limited to): verbal, mini-whiteboards, student responses, online platforms and hinge questions • We give high quality, targeted verbal feedback to students every lesson • We adapt our teaching and planning in response to the information gathered about student learning • We regularly review the curriculum in light of information gathered about student learning in lessons and in book looks • We respond to this information as soon as possible, regularly adjusting our approaches live in the classroom • We use a range of approaches to do so, including (but not limited to); hinge questions, whole class feedback, re-teaching content, live marking, verbal feedback, modelling and additional deliberate practice • We give feedback to improve the student as a learner
We use purposeful questioning	<ul style="list-style-type: none"> • Cold Call • No Opt Out • Right is Right • Wait Time • Targeted Questioning 	<ul style="list-style-type: none"> • We use 'Cold Calling' and 'No Opt Out' to ensure all students are cognitively active • We plan questions strategically to check for understanding and/or identify misconceptions • We use targeted questioning to maximise student learning • We challenge responses that are incorrect and incomplete • We regularly use follow up questions (e.g 'how' or 'why' question) • We adapt our teaching, planning and curricula in response to the information gathered about student learning
We model	<ul style="list-style-type: none"> • Exemplar Planning • Show Call • I do, we do, you do 	<ul style="list-style-type: none"> • We live model in front of students using a visualiser and/or physical demonstration • We use 'I Do, We Do, You Do' when modelling • We use worked, part worked and whole models as a form of scaffolding • We expose students to these responses alongside explicit success criteria • We narrate and use questioning throughout our thought process when modelling
We deliberately practice	<ul style="list-style-type: none"> • At Bats • Build Stamina • Front the Writing • Independent Practice 	<ul style="list-style-type: none"> • We design tasks that break down success criteria and master each step before connecting together ie. We don't only practice a 12 mark question to get better at 12 mark questions. • We implement at least 10-15 Minutes of silent* deliberate practice <u>every</u> lesson: *<i>focused and 100% on task in practical subjects where silence is not possible</i> • We plan our deliberate practice tasks to come earlier in the lesson to ensure students think rigorously and have time to respond to feedback • We provide live feedback on deliberate practice tasks • We recognise where students require more practise to demonstrate excellence and provide opportunities to do this • We provide the appropriate scaffolding during deliberate practice
We address misconceptions	<ul style="list-style-type: none"> • Active Observation • Exemplar Planning • Plan for Error • Affirmative Checking 	<ul style="list-style-type: none"> • We activate the relevant prior knowledge to reduce misconceptions from developing • We plan for common errors and misconceptions in our curriculum • We create a culture where students feel safe making and discussing mistakes • We check for understanding to gather information about misconceptions • We adapt our teaching in response to our findings by explicitly reteaching • We provide opportunities for students to demonstrate correct understanding after addressing misconceptions