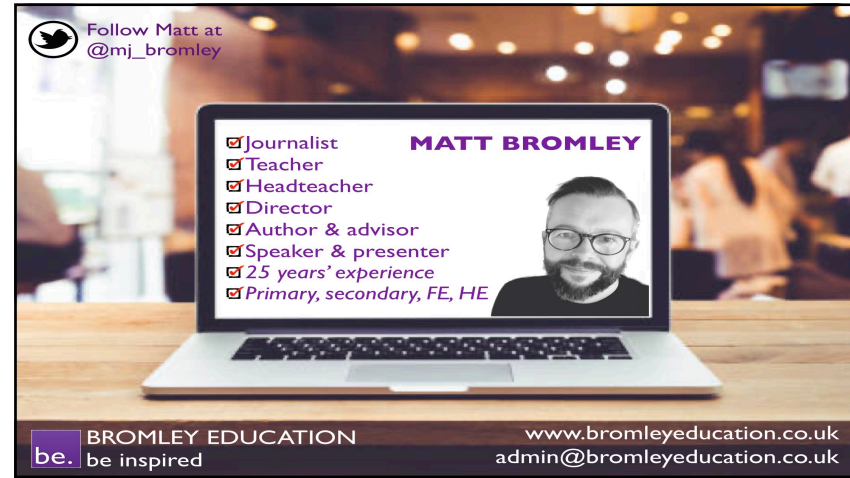
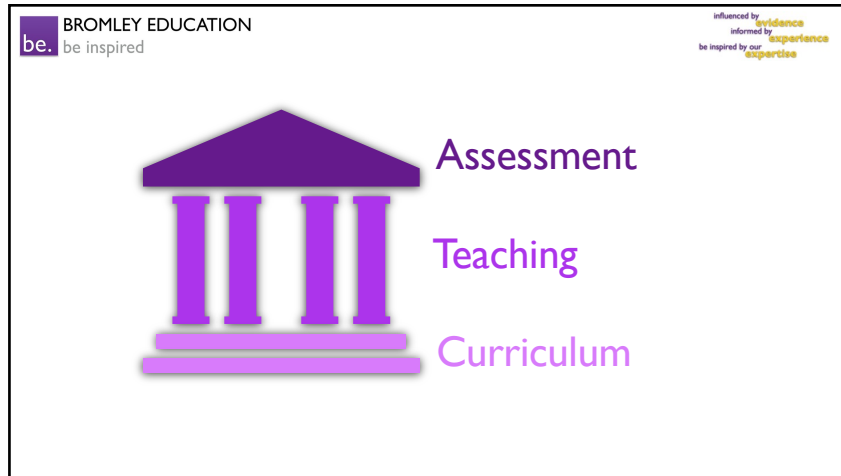




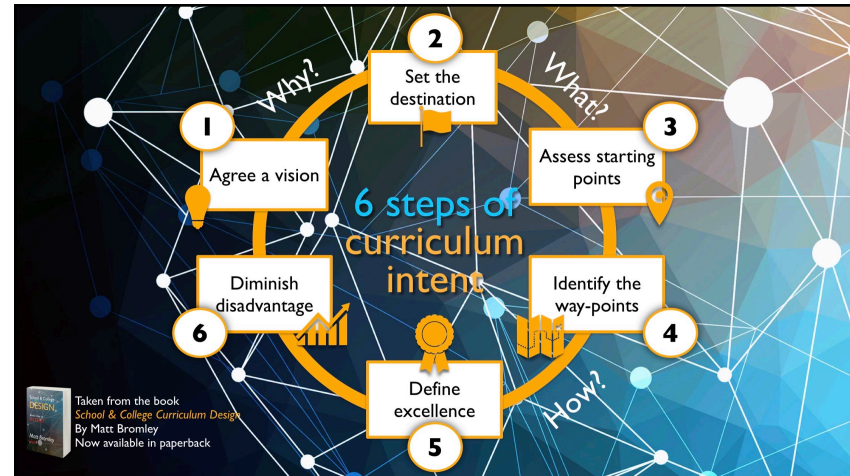
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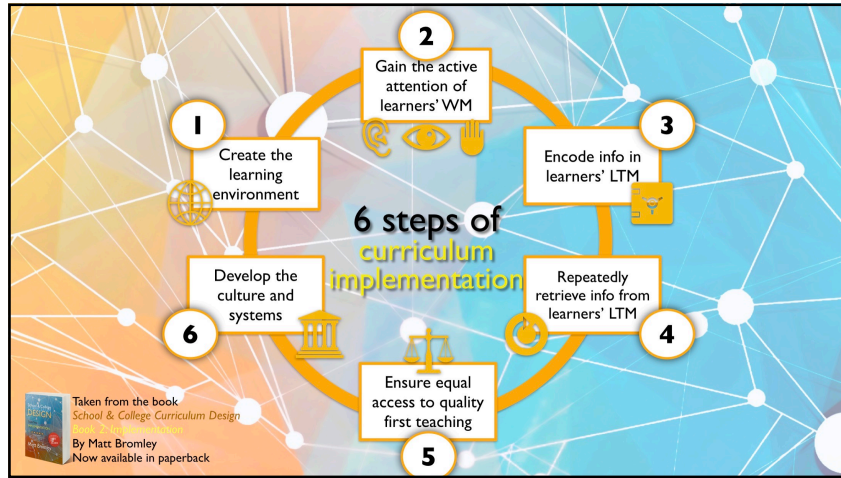
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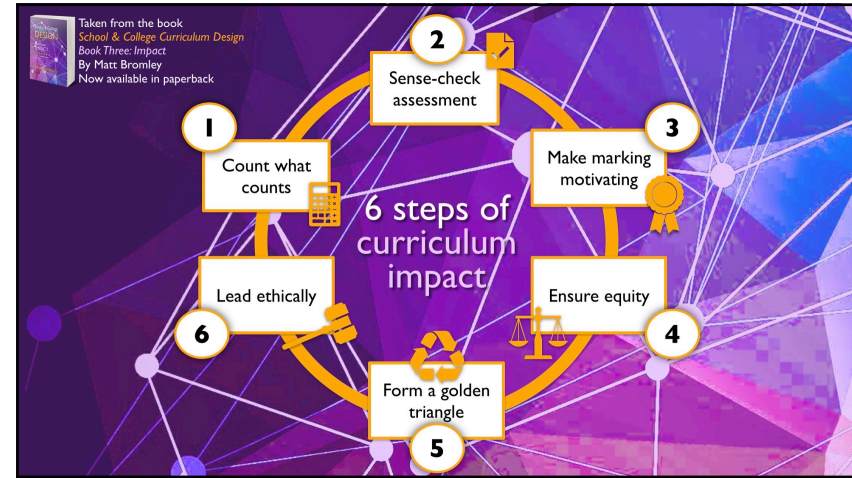
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Books: [bit.ly/MJBromley](https://bit.ly/MJBromley)

Free resources: [bit.ly/CurriculumCentral](https://bit.ly/CurriculumCentral)

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START WITH WHY  
HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION  
SIMON SINEK

Why?  
How?  
What?

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# WHY?

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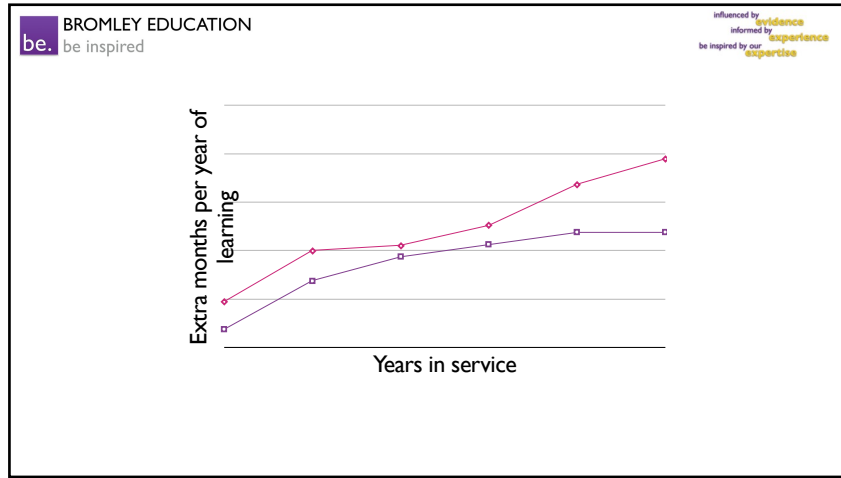
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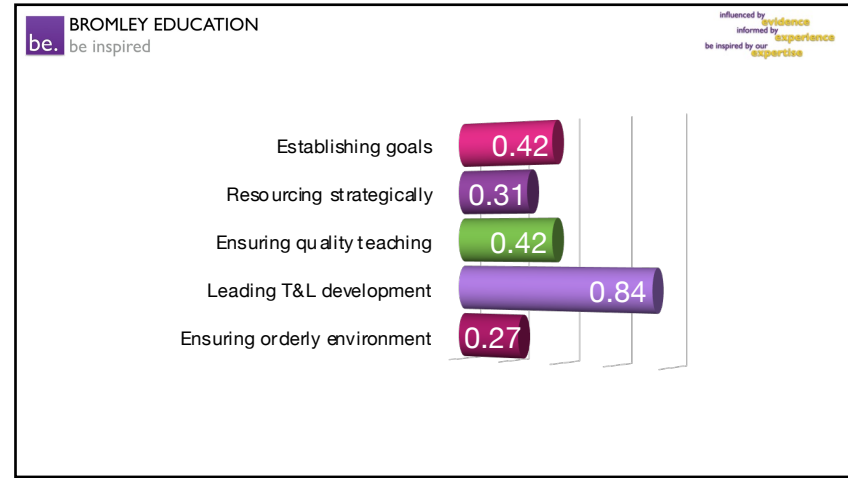
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# HOW?

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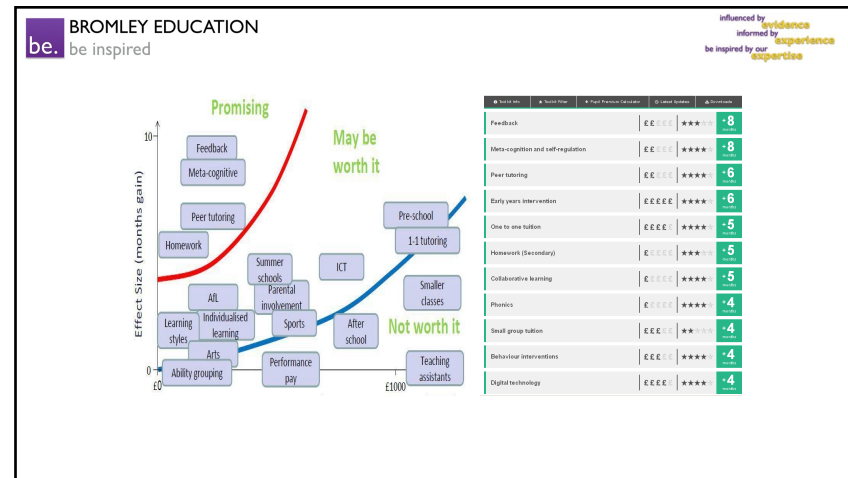
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PROGRESS through  
ENGAGEMENT through  
CHALLENGE through

FEEDBACK  
METACOGNITION & QUESTIONING  
PACE & PITCH

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Critical friend  
Education consultancy service

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1. Lessons are clearly **planned**  
(there is clarity about the  
knowledge/skills to be  
learned)...

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...and **sequenced** (there is a  
logic to the order and  
organisation of lessons)...


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...and the content being taught is **ambitious, broad and balanced.**




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2. All students are taught the same curriculum (ensuring **equality**)...




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...but those with additional needs are supported through adaptive teaching (ensuring **equity**).




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3. Students are helped to understand the **'bigger picture'** of the curriculum – it is made explicit and repeatedly reinforced.




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4. Students know how, when and why they will be **assessed** and how prior learning will be activated and built upon...




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...and there are daily opportunities for **retrieval practice** / the building of schemata.




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5. **Whole-class feedback** is used to share common mistakes / misconceptions.



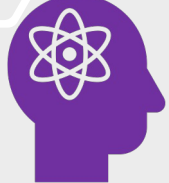
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6. Teachers have excellent subject knowledge and pedagogical content **knowledge...**




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...teachers enthuse students with their clear and insightful **explanations...**




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...and teachers **model** excellence and think aloud.




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7. Teachers use **questioning** effectively to engage students and to provide ongoing formative feedback.




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8. Lesson activities are **varied** with teacher explanations/modelling 'chunked' with activities that aid students' retention and attention.



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9. Students are **stretched and challenged** in lessons *and* helped to develop knowledge/skills beyond the traditional, academic...




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... and there is challenge for all - both in terms of the **pitch and pace** of teaching, and in the feedback given to help students improve further to meet or exceed their targets.




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10. Teachers show **warmth** towards students and clearly **care** about their success – which is rewarded by loyalty and hard work



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A caveat...

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There is no pill which once popped will proffer great teaching every time

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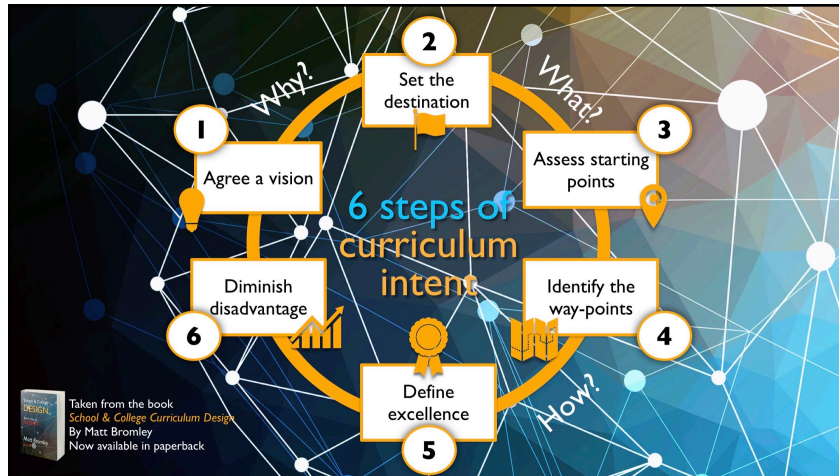
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The best teachers are sensitive to the needs of their students and adjust their lessons to the here and now

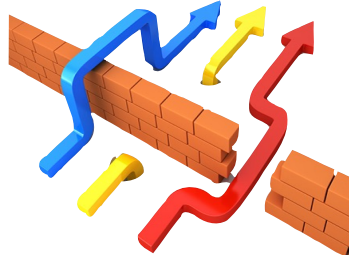
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The destination is the same, the pace and method of transport may differ

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The jaggedness principle

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The danger of differentiation

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In this paragraph, how does the writer use contrasting sentence lengths to create drama?

In this paragraph, how does the writer use sentence structures to create drama?

In this paragraph, how does the writer use sentence structures to create effects?

In this paragraph, how does the writer create drama?

In this paragraph, how does the writer create effects?

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### Adaptive teaching

Some starting principles:

- Learners are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand learners' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to learners who are struggling, is likely to increase their success.

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## Adaptive teaching

... short-term alterations made to the way we teach the core curriculum – extra or different things – in order to allow all students to access that curriculum.

These alterations are called ‘scaffolds’ because they are temporary support structures, much like the scaffolding that helps construction workers reach high places, we construct to help students get a foothold.

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## Adaptive teaching

- Scaffolds might be **visual** – such as giving a student a task planner, a list of small steps to take to complete a task, model examples of work, images that support vocabulary learning, and so on.
- Scaffolds might be **verbal** – such as explaining a task in more explicit terms and in smaller steps, repeating an instruction, reteaching a difficult concept, using questioning to address misconceptions, and so on.
- Scaffolds might be **written** – such as a word bank, a writing frame, sentence starters, and so on.


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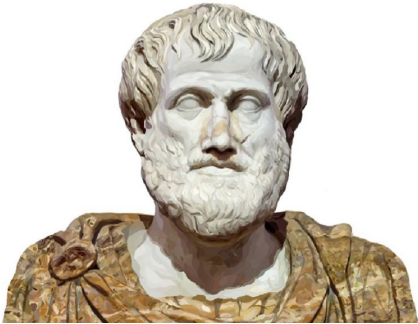


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...Excellence is not an act but a habit...



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## Grade descriptors READING

**Grade 5** In relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts



**Grade 8** In relation to a range of texts, to achieve grade 8, candidates will be able to:

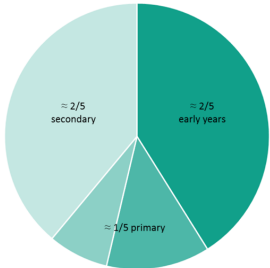
- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts
- make convincing and apt links and comparisons within and between texts

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## Causes > consequences




■ Early years ■ KS1 ■ KS2 ■ KS3 & KS4

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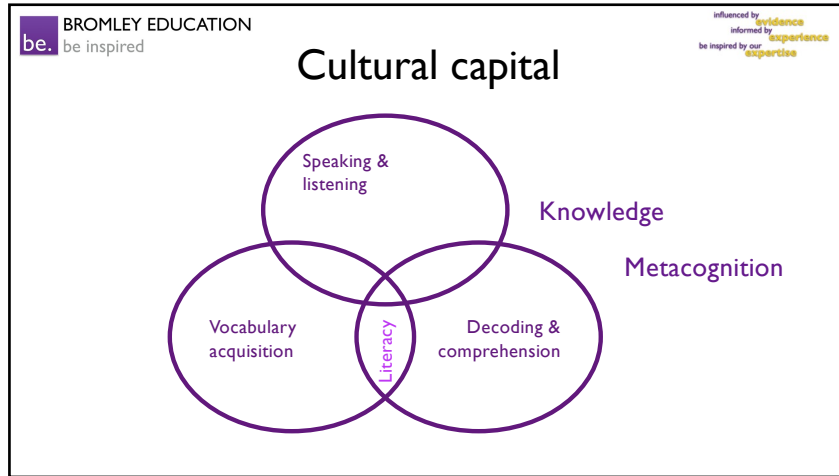


**Tier 1 words:** basic and high frequency words which are used in everyday conversation.

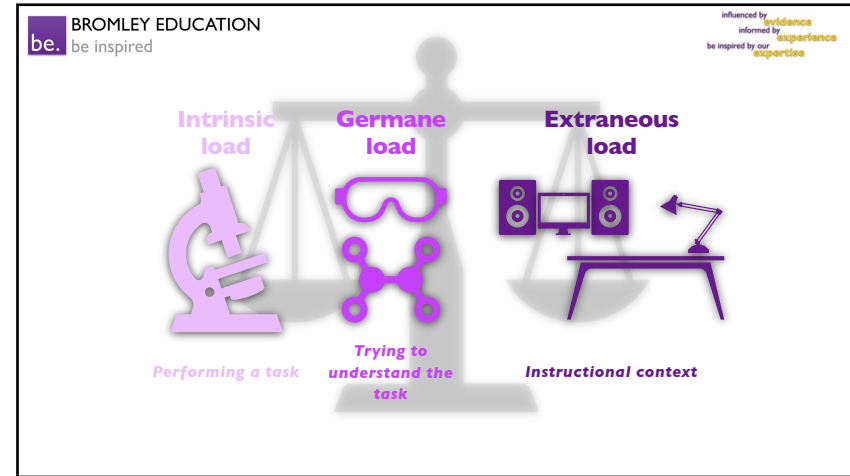
**Tier 2 words:** words which appear more frequently in written language than in spoken language, and used by language users of different ages.

**Tier 3 words:** word which relate to specific fields of knowledge, such as the sciences. These words should be explicitly taught as part of subject-specific literacy as and when required.

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1. Telling
  2. Showing
  3. Doing
  4. Practising

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- ## Persuasive writing AFOREST
- Amazing opening
  - Facts
  - Opinions
  - Rhetorical questions
  - Emotive language
  - Statistics
  - Thought-provoking ending

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**Dual coding**

ungracefully, ungracefulness, disgracefully, disgracefulness, gracelessly, gracelessness, ungraciously, ungraciousness, ungraceful, (to) disgrace, disgraceful, (to) grace, graceful, gracefulness, gracious, graciousness

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**Metacognition & self-regulation**

- 1 Thinking aloud
- 2 Thinking hard
- 3 Thinking efficiently
- 4 Thinking positively
- 5 Thinking together
- 6 Thinking alone

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### Learning support assistants

More help from TA

Self-scaffolding  
Prompting  
Clueing  
Modelling  
Correcting

Greater pupil independence

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Questions and comments...

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The image shows a laptop on a wooden table displaying the Bromley Education website. The website features a navigation menu with options like 'Home', 'About us', 'Contact us', 'CPD', 'Magazine', 'Bookstore', and 'Partners'. The main content area is filled with various educational resources, including articles, videos, and links to external organizations. The background of the laptop screen is a blurred image of a person in a meeting.

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