



Characteristics of Strong Pedagogy

Clive Davies OBE

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Clive Davies
@CliveDaviesOBE

Tim Nelson
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Education Endowment Foundation (2021)

There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers

Education Endowment Foundation (2021)

School leaders have to lead the learning and know their curriculum in every single aspect

Education Endowment Foundation (2021)

- ❑ The end goal has to be for every teacher in every classroom to be **maximally effective in what they teach and how they teach it**
- ❑ For that to happen, we need to mobilise for every teacher the **best evidence from research** at every tier

Summary

What does this mean for my schools?

<p>❑ Effective school organisation and structures can create the conditions for strong practice to exist in all schools through effective leadership and accountability</p>	<ul style="list-style-type: none"> • Leaders putting a focus on teaching and learning • Continue to have a drive for improvement
<p>❑ The end goal has to be for every teacher in every classroom to be maximally effective in what they teach and how they teach it</p>	<ul style="list-style-type: none"> • Every lesson counts • Every minute in every lesson counts
<p>❑ For that to happen, we need to mobilise for every teacher the best evidence from research at every tier</p>	<ul style="list-style-type: none"> • Subject leaders engaging with latest research in their subject • Brain related
<p>❑ There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers</p>	<ul style="list-style-type: none"> • Quality of CPD cannot afford to drop.

Ofsted Framework

- ❑ teachers have **good knowledge of the subject(s)** and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- ❑ teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, **identify misconceptions accurately and provide clear, direct feedback**. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- ❑ over the course of study, teaching is designed to help **learners to remember in the long term** the content they have been taught and to integrate new knowledge into larger concepts
- ❑ **teachers and leaders use assessment well**, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- ❑ **teachers create an environment** that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- ❑ **a rigorous approach to the teaching of reading** develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Characteristics of Strong Pedagogy as defined by Education Endowment Foundation

- Each stage **builds overtly** on previous and connections are made
- Likely **misunderstandings and misconceptions** are identified and pre-empted
- Explanations** are absolutely explicit, with composite concepts broken into component parts
- Metacognitive strategies**: making the 'hidden' visible – 'talking out loud' every stage of thinking or reasoning
- Frequent dual-purpose teacher questioning** (myth-bust: explicit teaching is not passive but highly interactive)
- Tasks and activities do not drive or shape lessons but are designed and deployed for the purpose of (**scaffolded**) practice and **increasingly fluent application** of what has been taught (including in early reading)
- Knowledge recall** used to consolidate new stages in learning

What Ofsted doesn't like!

Criticism was reserved for

Pupil knowledge was less secure in those schools where:

- *leaders and teachers had not **identified the knowledge that was most important for pupils to learn and remember.***
- *lesson activities that were not well-designed to secure pupils' knowledge. These included **anachronistic (outdated) writing tasks**, such as writing a newspaper report on the Viking invasions of England, and activities that distracted from the history content pupils needed to learn.*
- *weaker practice in the teaching of **disciplinary knowledge.***
- *how historians study the past and construct accounts. In most schools, pupils' knowledge in this area was not secure.*
- *In many schools, **historical concepts were poorly understood.** Teaching sometimes focused on pupils making their own judgements about significance, rather than learning about how others have attributed significance to topics or events*

Characteristics of Strong Pedagogy as defined by Education Endowment Foundation: 1

Each stage **builds overtly** on previous and connections are made

Characteristics of Strong Pedagogy as defined by Education Endowment Foundation: 1

Does the curriculum help to build a story for the pupils?

Pupils reflecting on their topic about the Romans

- Too frequently pupils recalling the learning they did about the Romans talk only about the shield they made.



- But, cannot answer three important questions:
 - Why did the Romans come to Britain in the first place?
 - How did they improve Britain during their stay?
 - Why did they leave?

Making the Learning Stick

Making Learning Links

Making a link with experiences, prior learning or memories

Igniting in pupils what they already have experience of



Looking at the Victorians in many North West towns



Learning Links

- housing that exists today
- Why people came to the town in the first place?
- Mill owner's homes
- Street names



Building on prior knowledge

	Retrieval	Year 1	Retrieval	Year 2
Significant people or events	<ul style="list-style-type: none"> • Knowledge from prior learning within the subject in EY • Knowledge from prior learning from other subjects within EY • Personal information they may have. 	<ul style="list-style-type: none"> • Name a famous UK person from the past and explain why they are famous • Remember parts of stories and memories about the past • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after, 		<ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
History of the locality		<ul style="list-style-type: none"> • Know what is meant by the term 'famous'. • Know the name of a famous person, or a famous place, close to where they live • Know why this person is famous 		<ul style="list-style-type: none"> • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

Building on prior knowledge

	Retrieval	Year 1	Retrieval	Year 2
Significant people or events	<ul style="list-style-type: none"> Explore what we mean by that term 'famous' or 'significant' Who do they know about but have never met? Do they have an appreciation of why we talk today about people, who may have died some time ago. Touch on the issue are all famous people well known because of good things. 	<ul style="list-style-type: none"> Name a famous UK person from the past and explain why they are famous Remember parts of stories and memories about the past Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after, 	<ul style="list-style-type: none"> Use the learning already completed in Year 1 about famous people from the UK Discuss if the famous people we know from within the UK are likely to be famous the whole world over. What is the significance if we are talking of a famous person/ people from outside the UK? Link to the learning on the locality and consider any famous people living in their village, town or city 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
History of the locality	<ul style="list-style-type: none"> What do children know about their locality? They will have explored their immediate locality in different ways, both in school and with their parents, They may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important. Further explore their understanding of the term 'famous' 	<ul style="list-style-type: none"> Know what is meant by the term 'famous'. Know the name of a famous person, or a famous place, close to where they live Know why this person is famous 	<ul style="list-style-type: none"> They may link this with local geographical learning they have done in Year 1. They may have knowledge about houses that are new and those that have been in the locality for a very long time. They may have used photographs in Year 1 and may have some at home which show what the local streets were like some time ago. 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

Lower Key Stage 2

	Retrieval	Year 3	Retrieval	Year 4
British History between stone age and 1066	<ul style="list-style-type: none"> Explore their knowledge of a period beyond living memory that they covered in Year 2. Let them talk about how artefacts can help to explain how things have changed. Focus on causation and especially what we use today that is as a result of something that was invented or discovered some time ago. Use a number of photographs or actual artefacts to help them explore this a bit further. There may be a need to explain that the period of time they are going to look at, i.e., when people first lived in Britain, was after the dinosaurs had disappeared off our Earth 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 	<ul style="list-style-type: none"> Let pupils explore the impact of discovery during the iron age and the difference it made to the way of life of iron age people in comparison to the stone age people. Explore the discovery or creation of the wheel, finding iron ore and beginning to live in communities, such as Iron Age Forts. Consider the impact that these already had on life in Britain today and in the past. This unit should start by telling the story so far, leading to ... and then the Romans invaded. 	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor

Upper Key Stage 2

	Retrieval	Year 5		Retrieval	Year 6
British History between stone age and 1066	<ul style="list-style-type: none"> It is important that pupils see this unit as a continuation of the story which started at the stone age and continued through the Bronze and Iron ages until the coming of the Romans. It is important that pupils understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision. Pupils should be able to understand the impact the Romans had on Britain. They should start to appreciate the fact that they helped us with the creation of roads, aqueducts, sanitary systems, etc. Pupils should start this unit from the point of view 'because the Romans invaded we ...' 	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a timeline to show when the Anglo-Saxons were in England Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons 	Study of a period of British history Beyond 166	<ul style="list-style-type: none"> Pupils should understand the impact the Anglo-Saxons and the Vikings had on Britain. It may be helpful to use some artefacts such as a comb and skis and help pupils appreciate what the Anglo-Saxons and Vikings introduced to Britain. Ideally, this unit should focus on continuing the story of how Britain changed. We took the story up until the Normans conquered Britain. Let pupils retell the story from the stone age to 1066, explore issues such as how homes changed, how their food changed and how their culture and beliefs changed. Choosing the right unit here will help pupils understand how we moved from literally being a 'third world' country to the beginning of the formation of the British Empire. 	<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world

Lower Key Stage 2

	Retrieval	Year 3	Retrieval	Year 4
Very Ancient Civilizations	<ul style="list-style-type: none"> • A few pupils may have links to Greece because of holidays. • They may have heard of Greece, even if they have not visited Greece. • It may be a school which covers P4C and therefore will have talked about democracy. • They may be very familiar with the Olympic Games and know that it originated in Greece • They may have heard the names of some of the Greek Gods 	<p>Ancient Greeks</p> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the Gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics 	<ul style="list-style-type: none"> • Whichever civilization is focused on, it is important that pupils are aware that 3000 years ago there were very advanced civilizations on Earth and that Britain was not one of them. • Most pupils will have heard of the term 'pyramid' and have a good idea that large parts of Egypt is desert. • Pupils from a Asian heritage, may well be able to link with the geographical position of the Indus Valley. • Recognising that ancient people created amazing buildings and cultures would be an important pre learning focus for this unit. • For example, the Egyptians introduced us to locks and wigs. 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty • Appreciate how different life was in Britain when these civilizations were at their strongest

Looking for sequence

Starting with Early Years how do we link the learning		
Science	History	Geography
<input type="checkbox"/> Invention	<input type="checkbox"/> Chronology	<input type="checkbox"/> Transport
<input type="checkbox"/> Innovation	<input type="checkbox"/> Causation	<input type="checkbox"/> Mountains and rivers
<input type="checkbox"/> Plants	<input type="checkbox"/> Monarchy	<input type="checkbox"/> Industry and trade
<input type="checkbox"/> Human body	<input type="checkbox"/> Tax	<input type="checkbox"/> Mapping
<input type="checkbox"/> Animals	<input type="checkbox"/> Government	<input type="checkbox"/> Human geography
<input type="checkbox"/> Materials	<input type="checkbox"/> Invasion	<input type="checkbox"/> Physical geography
<input type="checkbox"/> Forces	<input type="checkbox"/> Democracy	<input type="checkbox"/> Sustainability
<input type="checkbox"/> Communication		
<input type="checkbox"/> Settlement		
<input type="checkbox"/> Discovery		



Human Body

EYFS



Vocabulary

fingers

toes

shoulders

knees

head

elbow

eyes

ears

nose

mouth



Hands Up, Hands Down

Hands up, hands down,
Up and down,
Hands come rolling down.
Foot up, foot down,
Up and down,
Foot comes rolling down.
Head up, head down,
Up and down,
Head comes nodding down.

...



ONE LITTLE FINGER

ONE LITTLE FINGER, ONE LITTLE FINGER,
TWO LITTLE FINGERS,
TAP TAP TAP,
POINT TO THE CEILING,
POINT TO THE FLOOR,
PUT IT ON YOUR HEAD, HEAD!
PUT IT ON YOUR CHEST, CHEST!
PUT IT ON YOUR ARM, ARM!
PUT IT ON YOUR TUMMY, TUMMY!
PUT IT ON YOUR LEG, LEG!
PUT IT ON YOUR FOOT, FOOT!
NOW LETS SAY GOODBYE.



Ten Little Fingers

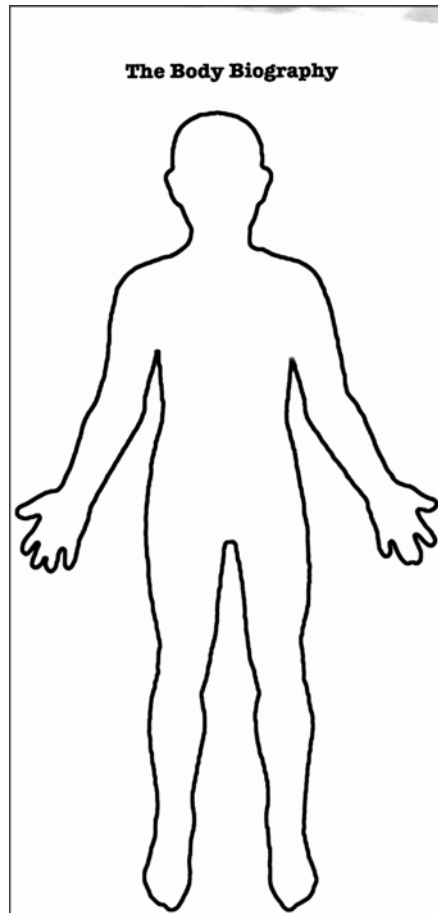
One little, two little, three little
fingers.
Four little, five little, six little
fingers.
Seven little, eight little, nine little
fingers.
Ten little fingers on my hand.

...



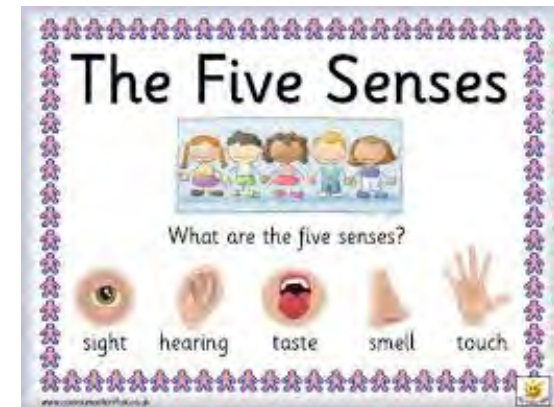
Year 1

toe
ear
fingers
elbow
belly button
heart
nose
stomach
leg



neck
shoulder
hand
foot
hair
knee
eye
mouth
ankle

Vocabulary
senses
hearing
touching
smelling
seeing
tasting
skull



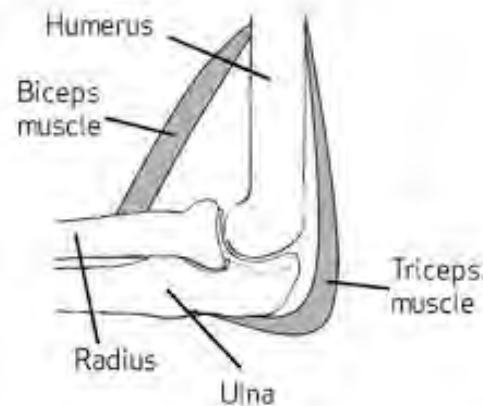
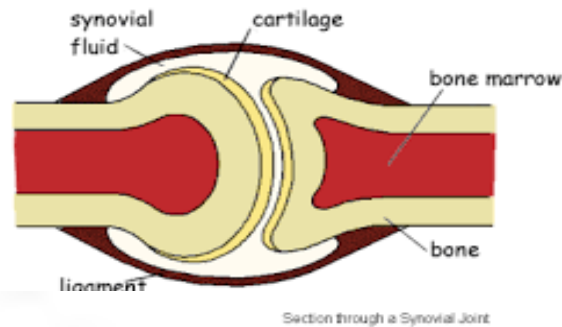
Year 2



Vocabulary
exercise
five-a-day
running
jumping
walking
healthy
diet



Year 3



Vocabulary

skeleton

muscles

joint

pelvis

humerus

radius

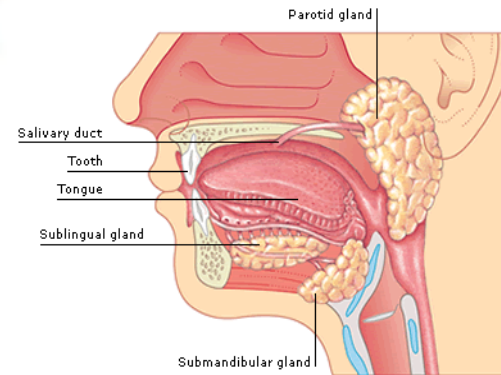
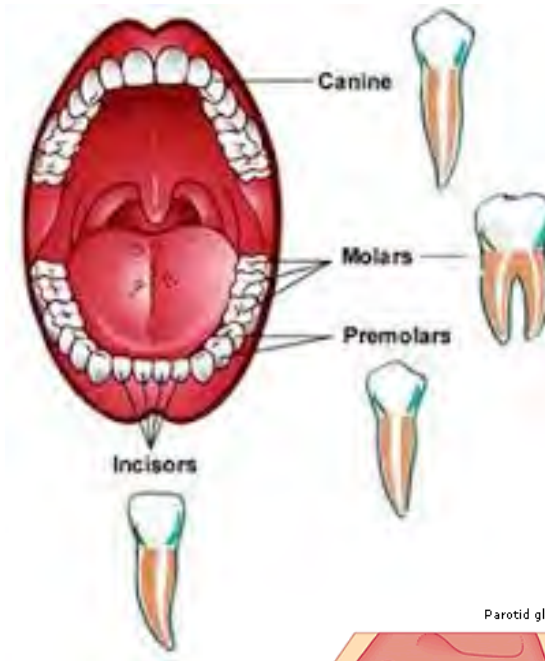
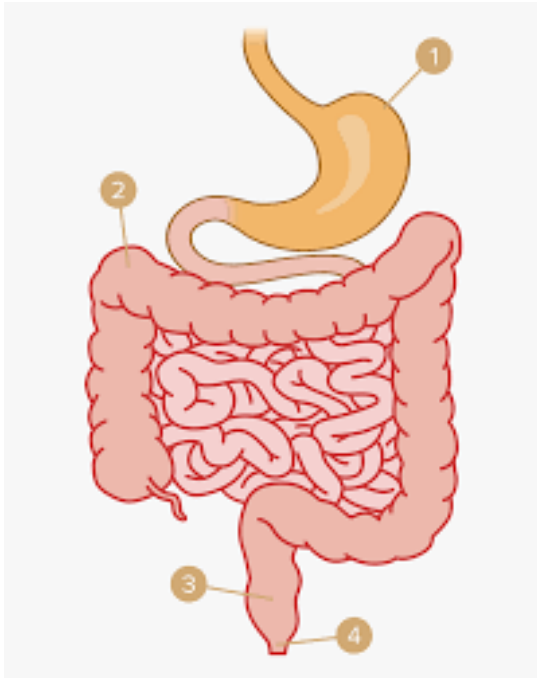
ulna

cartilage

ball & socket

hinge joint

Year 4



Vocabulary

digestive

teeth

molars

canine

oesophagus

liver

pancreas

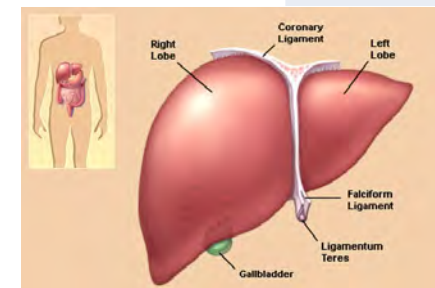
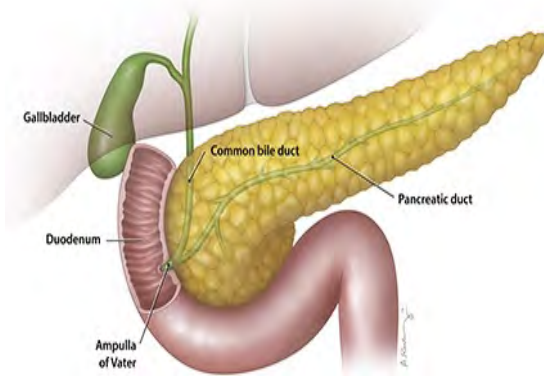
premolars

incisors

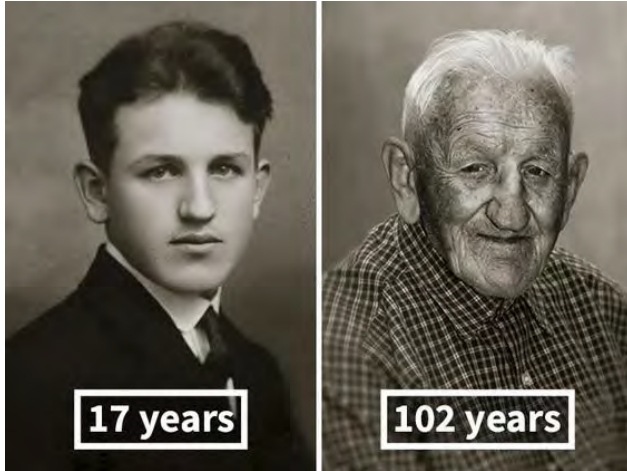
stomach

gallbladder

rectum



Year 5



Vocabulary

embryo

teenage

toddler

puberty

parent

odour

parent

grandparent

reproduction

obese

gestation



Year 6

Vocabulary

heart

circulatory

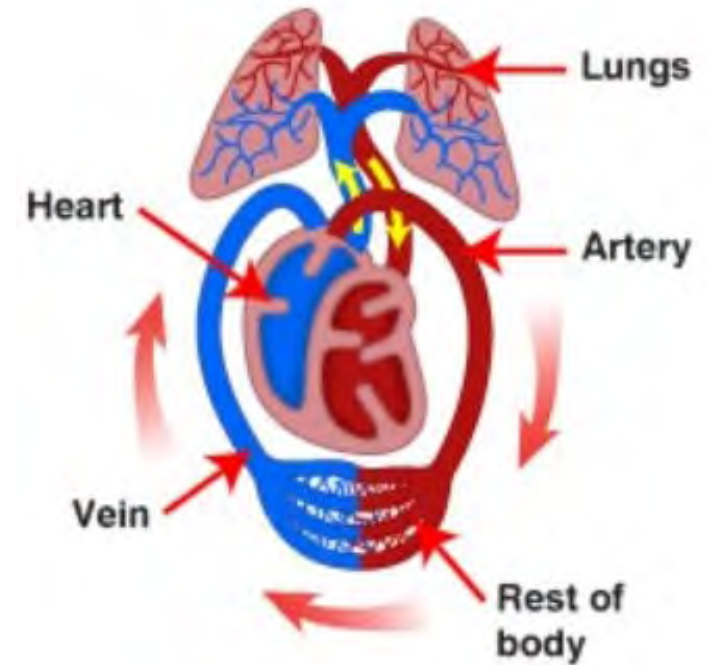
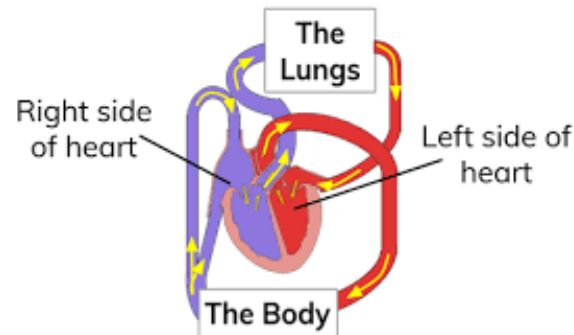
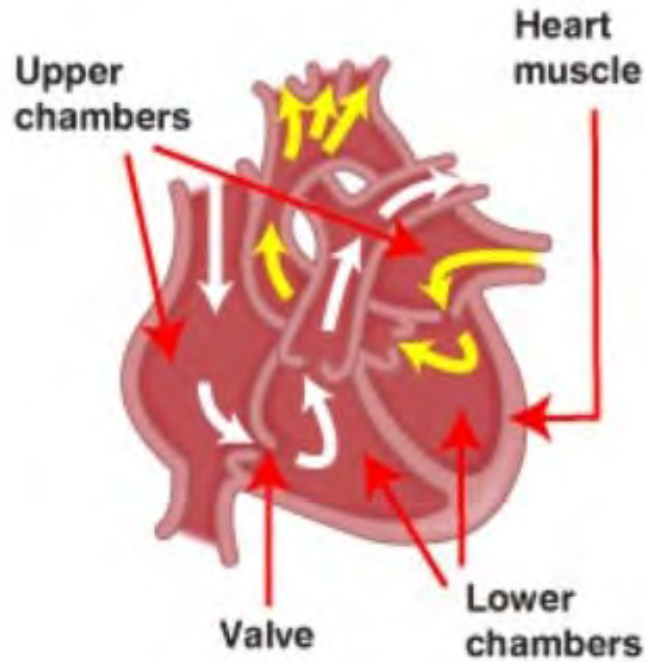
cardiovascular

capillaries

pulse

ventricles

arteries



TASK 1

- Are you consistent in helping to create learning links?
- How important is it that we focus on prior knowledge?
- Would it be helpful to create pictorial prompts, such as the human body?

Characteristics of Strong Pedagogy as defined by Education Endowment Foundation: 2

Likely **misunderstandings and misconceptions** are identified and pre-empted

Culture of Change

According to the DfE, schools should be looking at the impact of marking and feedback upon children's learning and **creating a marking policy which is beneficial to both children's progress and teacher workloads.**

Culture of Change

The DfE marking policy review group recommended that schools avoid privileging marking over other forms of feedback by **making it part of an assessment policy alongside other practices**, rather than having a dedicated marking policy.

Keeping up not Falling Behind



CATCH
UP



Creating a Teaching and Learning Philosophy

- In order for this to work the philosophy has to be **central to the school's vision**.
- It is rooted in the **highest expectations of what pupils can achieve** and leads to exceptional outcomes.
- There has to be a relentless determination that **no pupil will fall behind**.
- Pupils are provided with every opportunity to ensure that they **'do fall behind'** and meet or exceed the end of year expectations.
- This eradicates the necessity to **'catch up'**.
- This shared vision has to resonate from **every classroom**.

School Moto

Feedforward Book

Reflecting on today,
to improve tomorrow's learning

Class Name	
Year Group	
Teacher	

Phonics Planning w/c _____

	Sound	Outcome
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

English Planning w/c _____

Monday

Learning Objective and Success Criteria

Input

Outcomes

Tuesday

Learning Objectives and Success Criteria

Input

Outcomes

Wednesday

Learning Objectives and Success Criteria

Input

Outcomes

Thursday

Learning Objective and Success Criteria

Input

Outcomes

Friday

Learning Objective and Success Criteria

Input

Outcomes

In-lesson Teacher Notes

Writing

Monday

Identified Misconception

Intervention Notes

Notes on Specific Children

Tuesday

Identified Misconception

Intervention Notes

Notes on Specific Children

Wednesday

Identified Misconception

Intervention Notes

Wednesday (continued)

Notes on Specific Children

Thursday

Identified Misconceptions

Intervention Notes

Notes on Specific Children

Friday

Identified Misconceptions

Intervention Notes

Notes on Specific Children

Intervention Log

Monday

Reading	Writing	Mathematics
Input	Input	Input
TA Notes	TA Notes	TA Notes

Tuesday

Reading	Writing	Mathematics
Input	Input	Input
TA Notes	TA Notes	TA Notes

Wednesday

Reading	Writing	Mathematics
Input	Input	Input
TA Notes	TA Notes	TA Notes

Thursday

Reading	Writing	Mathematics
Input	Input	Input
TA Notes	TA Notes	TA Notes

Friday

Reading	Writing	Mathematics
Input	Input	Input
TA Notes	TA Notes	TA Notes

Work watch English

Name	Name	Name
B G PP SEND SEN	B G PP SEND SEN	B G PP SEND SEN
Monday		
Tuesday		
Wednesday		

Name	Name	Name
B G PP SEND SEN	B G PP SEND SEN	B G PP SEND SEN
Thursday		
Friday		
Actions Needed		

What great teaching looks like?

Planning



The planning outlined should reflect what is in the mid term plans and there should be evidence of daily adjustments you are making. The planning should be linked directly to what is in a pupils' working books.

Pupils' Books

Pupils' book should be driving what is recorded in the adjusted daily planning. Similarly, the daily planning should link directly to what is being covered.

This is what leaders will be monitoring.

Intervention Log

Pupils' books should indicate the intervention that is required. So, the intervention logs should show exactly what has been identified in the books. The intervention logs should focus on individuals or a small group.

Work Review

The work watch books should show that you have identified three for special attention. These should not necessarily be pupils who are struggling as you want to find out about pupils of all abilities. Work watch must never be seen as a punishment. It may be sensible to explain to parents and carers what you are doing. Each week should end up with a clear summary of actions for pupils which should be explained to them on the following Monday.

TASK 2

- What does marking and feedback look like in your school?
- What are the merits in the system shared?
- What are the potential drawbacks?

Characteristics of Strong Pedagogy as defined by Education Endowment Foundation: 3

Explanations are absolutely explicit, with composite concepts broken into component parts



Uses Regarding Foundation Subjects

- Think of how much time, effort and money has been placed into teaching **English and mathematics** at primary school and how, as a profession, many primary teachers have become experts in teaching these two areas.
- On the flip side to that, we have been led to a place where coverage of the **foundation subjects** has been enough and '**I think the children enjoyed that**' being a good result in the teaching of foundation subjects.
- It seems that to teach the curriculum well, we need to know more of the **neuroscience** but also learn, use, and adapt some of the skills of effective teaching beyond English and mathematics.



Causation



Because of the Great Fire of London houses are built with different materials



Because of the Great Fire of London the need to improve fire fighting equipment became very obvious



Because so many soldiers have died in battle we have a remembrance day each year



Because we now have the world wide web and internet we now find it easy to research

Key Stage 1



Invention of the wheel in 3,500 BC led to heavy items being moved much easier



Finding iron ore led to making tools which made it easier for farming



Year 3 – Iron Age

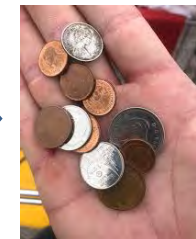


Iron age walled hill forts may have led to us living in communities such as villages



Iron age farmers helped pave the way to modern farming

Ring money used in the iron age may have led to use using coins today





Druid circles may well have been the early churches



Wattle and daub in the iron age led to plastering today

Year 3

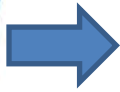
Iron Age (2)



Weaving in the iron age may have been responsible for the industrial looms we have today



Iron age ways of grinding wheat led to mills that are working today

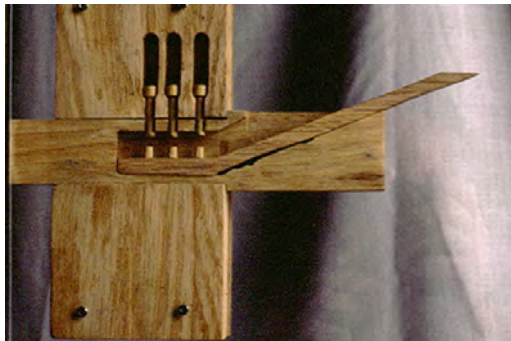


Ancient Egyptians were the first to mould glass



Ancient Egyptians cleaned their teeth with powders, this is one of their toothbrushes

Year 3
Ancient Egypt



Ancient Egyptians were the first to create door locks



The first record of surgical tools were found on Ancient Egyptian tombs



Ancient Egyptians were the first people to use wigs

