

Teaching and Learning the 'Ferndown Way'

1. Have up to date **RSPs, what if sheets, G4S/4 Matrix** print outs in your pink folder open to **challenge** key students and to **demonstrate good progress** of the group.
2. Promote **responsibility** at all opportunities. Have an **ambassador** who presents your **pink folder**.
3. Build **resilience** by taking every opportunity to stretch and challenge students. For example, if the students are getting on, completing work, circle the room giving **verbal feedback**; try to then re-visit them to show that they have improved as a result. If some of the groups are moving quicker, **re-challenge them with harder work**, not more of the same.
4. Give opportunities for **reflection using DIRT** – feedback should be given by the teacher using Michaela methods. Classes should be encouraged to look at common literacy errors and two focus learning areas. **Purple** student responses should show they have taken the feedback on board
5. Create **challenge** by using **developmental Q&A**. Pose, pause, pounce, bounce. Do not accept one-word answers so do not ask closed questions. Probe and tease good answers from the students - ask for evaluation, analysis and opinion.
6. Encourage **curiosity** by using **AFL**: Use **mini whiteboards** –you are gaining instant feedback –again you can then tailor your teaching as a result. Use **thumbs up, traffic light cards. Measure progress**, via whiteboards, the traffic light cards in your planners, Q&A or assessments (which can be peer assessed).
7. Enable **collaboration** by setting-up **peer-to-peer work**. Allow students to talk about key issues/concepts/ideas. If they lose focus, give timely **mini plenaries** to refocus them. Comment on some of the issues that you have noticed while facilitating them. Try to draw together **group discussion** with **developmental question and answer**.
8. If available then **introduce the TAs as a second teacher to the class**. Work closely with the TAS throughout your lesson. Ask them to circulate the room giving **feedback on a particular success criteria** being judged in the lesson, question students on their understanding or to break down the task for small groups of students.

A few final words:

- **Pace and challenge** are important.
- A **learning buzz** where students are **excited** about their learning is very important. Therefore the class organised as 'hubs' to allow student discussion over controversial topics is a good idea.
- Ensure class **transitions** happen quickly and ensure that **learning behaviour remains exemplary**.
- Provide a **variety of different activities** over a sequence of lessons to keep students **engaged and excited**.
- Ensure books remain **beautifully presented**.
- **Don't talk too much**. If you want them to learn theory – get them to discuss from the textbooks in groups and then feedback to you via developmental Q&A.