



Alexandra
Primary School

Aspire, Perform, Succeed

Our Pedagogical Postcards

Aspire

Highly effective teaching and learning is dependent on...

an appropriate level of challenge to develop higher order thinking skills

Perform

This could happen by:

1. Supporting and extending pupils.
2. Careful planning to ensure appropriate pitch.
3. Enquiry-led and investigative activities.
4. Building in time to reflect on learning.
5. Setting children off at different starting points of the lesson.
6. Learning intentions to be developed using Bloom's taxonomy.
7. Children to show their own initiative.



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Succeed: Strategies to support children's success

- Blooms Taxonomy
- Ensure all pupils have a balance of higher order thinking activities
- Ensure challenges provide high levels of thinking
- Questioning – differentiated and a mixture of open/closed questions (More open to develop HOT)
- Thinking keys
- Children self-selecting activities (encouraging challenge)
- TASC wheel
- Problem solving
- Use Graphic organisers such as double bubble, T-charts, Venn diagrams
- Question-Answer-Relationships, or QARs, teach children to label the type of question that is being asked, then use that information to help them formulate an answer
- Teaching inference through the 8 reading strategies
- Problem solving and Reasoning via White Rose Maths
- NRich investigative activities

BLOOMS TAXONOMY





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Aspire

Highly effective teaching and learning is dependent on...

**interactive activities
being planned to engage
and enthuse children**

Perform

This could happen by:

1. Cross-curricular links.
2. Project-based work at both school and set for homework.
3. Use of ICT and varied use of resources.
4. Practical activities to reflect learning styles.
5. 'Hook' activities which are meaningful, e.g. trips and events to enhance the learning through a variety of experiences.
6. Outdoor learning opportunities.
7. Speaking and listening skills developed through drama and role play, building in time for children to talk about their learning.
8. Balance of independent working V teacher talk.
9. Based on children's interests.



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Succeed: Strategies to support children's success

- Diamond 9
- Jigsaw
- Think, pair, share
- Mind Maps
- Back to the board
- Enquiry led activities – 4c's collaboration, creativity, critical thinking and communication
- Pictionary
- Odd one out
- Call my bluff
- Idea line-up – children to move the side of the room where they agree or disagree and explain why
- Real-time reactions - When pupils are watching a video, a mini lecture or another student's presentation, have them share their real-time reactions.
- Graffiti wall
- Bingo
- Beat the teacher



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Highly effective teaching and learning is dependent on...

**regular and effective
verbal and written
feedback**

Perform

This could happen by:

1. Opportunities for problem solving through feedback.
2. Appropriate feedback given to the child and differentiated for them, e.g. cloze to support and scaffold.
3. Next steps to extend and deepen the learning.
4. Use feedback to make connections in learning.
5. Peer and self-assessment.
6. Encouraging the children to explain their ideas, e.g. how do you know?
7. Use of praise when giving feedback to build confidence and celebrate progress and achievement.
8. Timely and regular feedback to enable children to progress rapidly.



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Succeed: Strategies to support children's success

- Questions to support and extend the learning, e.g. cloze sentences to support children's responses and understanding of the feedback
- True or false statements to encourage explanations
- Balance of verbal and written that is manageable
- Peer-to-peer feedback
- Immediate chance to act on feedback (not in next lesson or next day)
- Feedback to inform the planning for the next lesson to develop skills within the whole class
- Sharing work as a class on the visualiser and discussing what went well and even better ifs
- Making connections through quizzes/questioning to re-cap previous learning and provides instant feedback
- Use diagrams, images or quick sketches if a child is struggling with understanding feedback
- Avoid using the words: "Should", "But" and "However"
- Always, sometimes, never questions
- Odd one out



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Highly effective teaching and learning is dependent on...

**children understanding
'why', 'how' and 'what'
they are learning**

Perform

This could happen by:

1. Relevance/link to real life experiences.
2. Developing children's awareness and understanding of their own thought processes.
3. Transferable skills within a skills based curriculum.
4. Application of skills in different contexts.
5. Making things meaningful.
6. Preparedness for life, e.g. jobs, social skills.
7. Linking the curriculum to our school values and moral purpose.
8. Forming community links.
9. Making the reason behind the learning explicit.
10. Have a clear outcome in mind at the planning stage, then working backwards to identify the steps needed to get there.
11. Entry and exit points of a topic.



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Succeed: Strategies to support children's success

- Present the 'big picture' at start of term and each lesson
- Use the learning pit to plot journey of the topic
- Linking children's learning to their interests
- Children being encouraged to explain their thinking and adults to model the process of thinking
- Offer learning as a challenge to be solved
- Encourage collaborative thinking and learning
- Plan meaningful activities related to the context of the topic or theme, e.g. we are learning this because...
- Trips and visits to highlight the information taught in class to real-life examples in the outside world
- Speed learning – children visit stations for a minute in pairs and explain what they have learnt. Together, they discuss other children's views/opinions and then make conclusions/share learning.
- Graffiti wall
- Wonderball
- Odd one out
- Would you rather? E.g. Would you rather be a fraction or a percentage?
- Varying examples – not just the chocolate and pizza but include time, money, timetables, measures to support the use of mathematical vocabulary



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Highly effective teaching and learning is dependent on...

barriers to learning being identified so that children are supported and ready to learn

Perform

This could happen by:

1. Ensuring and encouraging high expectations for all children to reach their potential.
2. Adult and child resilience, e.g. adaptable to change.
3. Positive relationships so that children will talk about their feelings through pupil voice.
4. Developing social skills to enable them to form and maintain relationships.
5. Team work/collaboration to build confidence.
6. Maximise learning through keeping children safe.
7. Developing the 'whole' child.
8. Enquiry rich broad and balanced curriculum.
9. Any gaps in children's learning are identified and action is taken.



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Succeed: Strategies to support children's success

- Provide context and relevance
- Constant reflection on their learning individually and in small groups
- Use enabling language – from a fixed mindset to a growth mindset
- Provide and model opportunities
- Guide and step aside
- Encouraging them to believe in themselves
- Use of rating scale for self-assessment
- Word banks and scaffolds to ensure they succeed
- Explicit revision of prior learning
- Ask pupil(s) to paraphrase instructions
- Summarise tasks using visual prompt cards
- Immediate feedback on work tasks and approach to learning
- Facilitate peer support via seating plan
- Ensure task is appropriate to needs using Must, Should, Could analysis



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Highly effective teaching and learning is dependent on...

**building on prior
knowledge and making
links**

Perform

This could happen by:

1. A clearly progressive curriculum.
2. Making links with prior learning and ensuring the children have an awareness of the bigger picture.
3. Concept Maps/KWL (what I know, want to know, and learned) completed at the start of a unit.
4. Child-led and a choice of activities.
5. Revisit and review e.g. Diamond 9, Must, Should, Could.
6. Making cross-curricular links.
7. Focus on transferrable skills.
8. The quality of English and Maths is evident across the curriculum.



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Succeed: Strategies to support children's success

- KWL grid – What I know, What I Want to know, What I have Learnt
- Concept maps/Mind maps – linking ideas to support the learning
- Questioning before, during, or after a story/activity
- Make a link between concepts, e.g. shape and calculation
- Relating a story that might be in their culture, such as Cinderella is in many different cultures
- Pupils to relate new material to existing, for example we have found percentage of amounts, now we are using this knowledge to find the percentage increase and decrease
- Model the idea of using short cuts about what we already know to solve
- Real life experience they have has related to the topic.
- Activate your 5 senses, e.g. writing about the seaside – activate what you know about the topic using your 5 senses, read the text and this leads to children understanding the text and makes it a more enriching read
- Support children in organising their thoughts with a graphic organiser
- Think, puzzle, explore – what do you think you know about a topic? What questions or puzzles do you have? How can you explore this topic?
- Connect: book to world knowledge, book to book, book to self – RS1



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Highly effective teaching and learning is dependent on...

**high quality classroom
dialogue and
questioning**

Perform

This could happen by:

1. Questions to vary the input and assess prior learning.
2. Use of Blooms Taxonomy to pitch questions appropriately.
3. Questions are planned for and set within a sequence of learning.
4. Questions are differentiated.
5. Display and working walls reflect the learning in the classroom and include questions to encourage interaction or deeper thinking.
6. A lesson or a unit is framed around a key question.
7. Philosophy for Children to deepen children's learning.
8. Modelling high quality questioning.



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Succeed: Strategies to support children's success

- 'The answer is ... what could the question be?'
- Hot-seating
- Post it note forehead game
- Use a series of questions – Why? What if? and How? – to develop critical thinking
- Pose, pause, pounce, bounce
- Keepy-uppy stretch questions – one question leading to another and building on children's responses
- Community of enquiry (P4C)
- Key questions planned for in advance and included on planning for learning
- Back to the board – teacher writes a key word and children have to explain it to a child with their back to the board.
- Barrier game – paired activity where child A describes a picture and child B has to draw it based on their description – promotes rich vocabulary
- Think, pair, share
- Charades – how many key words can they act out in a minute
- Wonderball



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Opportunities are given for children to reflect on their learning

Perform

This could happen by:

1. Children ask questions of their peers, developing dialogue and speaking and listening.
2. Making clear and manageable goals to allow children to succeed and build confidence.
3. Instilling a growth mindset rather than a fixed mindset.
4. Pupil conferencing to reflect on learning.
5. Questions to enable deeper thinking and reflection on learning.



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Succeed: Strategies to support children's success

- Sentence stem based responses
- 3-2-1 Ask pupils to write 3 things they think they know, 2 things they know they don't know, and one thing they're certain of about a topic
- Exit slips – children leave a post it note to reflect on the learning: a thought, a definition, a question
- Thought showers
- Jigsaw activity – children are in groups. They have a different theme of a topic split up and they become experts. Afterwards, they share their knowledge with others in the class and put their ideas together.
- Record presentations/role plays so that children can watch back and evaluate
- Model your own reflection thoughts
- Assessment For Learning
- Acting on feedback shows they are reflecting on their learning
- Secret spy or 'paparazzi pupil's – pupils observe their peers in the lesson and reflect on the learning (positively). They can take photographs of the learning and observe team work and other skills learnt during the lesson
- Allow for productive struggle