

# QUALITY FIRST TEACHING CHARTER

At Wrenn, we strive to ensure that ALL students experience an **ambitious**, broad and engaging curriculum that will enable them to achieve success. We are a truly comprehensive school, encouraging all abilities and aspirations. With this in mind, we are committed to delivering lessons that are **inclusive by design** with the understanding that good teaching for SEND, PP and EAL students, is good teaching for all. Our QFTC, which is backed by educational research, outlines an approach centred around **guided practice** that leads to successful **independent practice** and has a focus on methods that support the retention of information in **long term memory**.

**Every student, every lesson, every day.**

The QFTC is delivered through subject specific design, enabling Curriculum Leaders the autonomy to deliver their discipline in the most effective way, given the nature of their subject/s.

## WRENN TEACHERS...

### 1. HAVE THE **HIGHEST ACADEMIC EXPECTATIONS** OF ALL STUDENTS

- The bar is set high and it is expected that **all** students tackle challenging work but it is acknowledged that the route to producing this work may be different depending on the students' needs.
- The curriculum is equally as ambitious for all; lower ability students do not complete different work or tasks to higher ability students. Work is not pitched in the middle and then 'made more difficult'.
- Teachers take into account the expected knowledge, concepts and skills of their students and teach **just beyond** that point, ensuring that students engage in a 'healthy struggle'.

### 2. GUIDE STUDENT **PRACTICE** BY SEQUENCING CONCEPTS, SCAFFOLDING AND MODELLING

- Teachers recognise the need to deal with limitations of working memory and break down concepts and procedures into small steps.
- As the bar is set high and it is expected that **all** students to produce excellent work, scaffolding is provided to support lower ability students. Most importantly, teachers know when to remove these scaffolds so students get ample independent practice.
- Teachers use the board or the visualiser to model using the **I-WE-YOU** approach which is explicitly delivered to students:
  - \* **'I'** - Teacher shows students an example of how to do something 'live', **thinking aloud** as they do so.
  - \* **'We'** - Teacher and students complete an example together; this is achieved through effective questioning from the teacher.
  - \* **'You'** - Teacher gives students time to complete ample independent practice. The teacher travels the 'well worn path' giving live feedback and ensuring misconceptions are picked up.

### 3. EMBED REHEARSAL AND **RETRIEVAL**

- All lessons start with two spaced retrieval questions ensuring that students access learning from '*Last Week/Month/Term*' and '*Last Lesson*' which leads to a question that opens '*This Lesson*'. These are discussed verbally so students understand the 'Big Picture' and why they are learning things in the order they are. All students are expected to answer these through effective AfL techniques (e.g. 3, 2, 1, show on whiteboards)
- Students are given regular opportunities for rehearsal and retrieval (including testing) understanding that almost all information stored in short-term memory that is not rehearsed is lost within 18-30 seconds. Teachers understand the positive effect that constant retrieval has on long term memory.

### 4. GIVE OPPORTUNITIES FOR THE **APPLICATION** OF KNOWLEDGE AND SKILLS WITH INCREASING INDEPENDENCE

- Provide a high level of practice for all students, guide students as they begin to practice, prepare students for independent practice. Students are expected to use subject specific skills to apply the Powerful Knowledge they learn.
- Students are **monitored** as they begin **independent practice** (e.g. by following the 'well worn path')

### 5. APPLY '**ASSESSMENT** FOR LEARNING' STRATEGIES

- Teachers use a range of formative feedback strategies (for example, mini-whiteboards, recall activities, effective questioning) to adapt teaching in the moment and to inform the next stage of the students' learning. ALL students are expected to 'show what they know' not just those who are selected in that moment.
- Teachers question with a 'no hands up' approach.
- The plenary of each lesson (whatever approach is chosen) will inform planning of the following lesson.