

### Students THINK HARD AND DEVELOP THEIR LEARNING TALENTS



#### The intention is that...

- Students are motivated to attend their lesson punctually and to maximise the use of the learning time available.
- Students use the opportunities given to them to frame their minds for the learning that will happen in the lesson.
- Students begin to use key Learning Talents that will be essential for the learning that lesson.



### The Teacher in the classroom

A 'do now' or 'walk in the room' start of lesson task is planned and resourced such that students can immediately and independently engage in purposeful learning from the second lesson bell at the latest.



### The Teacher in the classroom

Think and participation ratio are high through carefully planned levels of challenge and the use of strategies such as:

- 'No hands up' questioning
- Questioning to promote elaboration and flexible thinking
- Mini-whiteboards
- Oracy and group tasks
- Manipulatives
- Teacher position in the room

There is the requirement that all students participate.



### Students THINK HARD AND DEVELOP THEIR LEARNING TALENTS

#### The intention is that...

- Students demonstrate active listening and engagement so that they can participate and respond in the most appropriate and meaningful way.
- Students enjoy thinking about challenging ideas and questions or problems that have been posed to be solved.
- Students use every opportunity to develop their ability to think and communicate like a scholar of...

### Students DEVELOP THEIR LEARNING TALENTS



#### The intention is that...

- Students feel safe and supported in their learning and therefore motivated to take a full, and increasingly autonomous, part.
- Students take risks in their learning, willing to make and to learn from both successes and mistakes.
- Students are enthused and encouraged to learn, to know and to remember more in lessons and via homework.



### The Teacher in the classroom

A positive and purposeful environment for learning is established with teachers warmly greeting students as they enter the classroom with a welcome and/or smile.

The teacher conveys their passion and love of their subject through their enthusiasm and modelling of scholarship.



### The Teacher in the classroom

The teacher is 'in amongst' the learning (watching/reading/listening to systematically check for understanding) so that thinking and progress can be measured 'in real time', responded to and adapted for.



### Students MAKE MEANING AND SHOW PROGRESS

#### The intention is that...

- Students become increasingly confident to interact with others in a meaningful and scholarly way.
- Students capitalise on the opportunity for independent practice and to sustain their focus on the task in hand.

### Students MAKE MEANING AND SHOW PROGRESS



#### The intention is that...

- Students take responsibility for active engagement in new information or ideas and how these link to what they already know.
- Students build their schema of the subject.
- Students are open to feedback and correction, refining their thinking to ensure consistency of new with existing understanding.



### The Teacher in the classroom

The teacher facilitates the retrieval of relevant prior knowledge and understanding which will be built upon that lesson. If gaps or misconceptions are identified, they are addressed. The teacher breaks down new learning into sufficient steps such that all are challenged but no one is lost along the way.



### The Teacher in the classroom

Meaningful feedback is shared with students so that they and others understand what good learning and behaviour choices look like.



### Students REFLECT AND ARTICULATE

#### The intention is that...

- Students are able to celebrate the progress they have made
- Students can imitate the good models of learning and behaviour that they have access to so that they are willing to take risks and are not afraid of failure.
- Students can understand and take increasing ownership of their own decisions about learning and behaviour so that they are motivated to do their very best.

### Students REFLECT AND ARTICULATE



#### The intention is that...

- Students can articulate what they are doing, why they are doing this now and how they are learning.
- Students can visualise and articulate how they are aiming for excellence in the outcomes they will produce.
- They use all feedback and feedforward opportunities to enhance their understanding further.



### The Teacher in the classroom

The learning is narrated. The teacher ensures that students understand what, how, why; why now they are learning, how this learning relates to prior learning and where it sits within the big picture of the subject. Teacher modelling and/or exemplar materials may be used to guide successful outcomes.



### The Teacher in the classroom

The teacher gives opportunities for students to demonstrate and embed their learning and understanding in a range of ways. The opportunities will be designed to require students to practise and apply their understanding until learning is fluent, secure and flexible. Adequate time will be given to this.



### Students MAKE MEANING AND SHOW PROGRESS

#### The intention is that...

- Students recognise that their knowledge and understanding can be demonstrated in a variety of ways. They become adept in knowing how to respond in the way(s) being asked of them, progressing from structured to more independent learning as they develop knowledge and expertise.
- Students become increasingly aware when their learning is not as successful as it could be and can take steps to address this, using the resources available to them.

# The Cornerstones of Pedagogy in Practice

What will be visibly obvious in every lesson at St Paul's



**St Paul's**  
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible