

# High Quality Teaching at Tetherdown School

## Positive relationships

1. Pupils' passports.
2. Teachers know that child or children well. They know and understand their individual needs.
3. Clear behaviour expectations.
4. Teachers are positive. Positive words, positive body language
5. Teachers praise children for giving full effort not just for being correct.

## Good pedagogical choices

1. Teachers prioritise learning over attainment (carefully planned and sequenced lessons).
2. All children work towards the same learning objectives.
3. Explicit instructions: clear, modelled, direct teaching of concepts and skills.
4. Flexible grouping - organising children in different ways to maximise learning opportunities.
5. High expectations for all.
6. Scaffolding: moving from 'telling', to prompting, to independent learner.
7. Metacognition: helping children to reflect on their learning and identifying either next step or where they need help.
8. Chunking: breaking tasks into small steps.
9. Use of technology: laptops, iPad, timers.
10. User of visuals, concrete and practical resources.
11. Opportunities for overlearning and consolidation.

## Effective use of formative assessment

Teachers use formative assessment to:

1. Find out what has been learnt (remembered).
2. Identify and fill gaps in knowledge and learning.
3. Providing feedback that improves learning.
4. Identify anyone who might need additional support.

## Effective adaptations

1. Focussed TA and Teacher support
2. Visual timetables.
3. World banks with visuals/pictures; visual dictionaries.
4. Sitting near the teacher/away from distractions.
5. Reading rulers.
6. Checklists, task management board, now/then.
7. Handwriting support: pencil grips, slopes.
8. Working with a supportive partner.
9. Pre-teaching n small groups.
10. Focus aids (wobble cushion, fiddle objects, movement breaks, thera-bands).
11. Questioning levels (Blank levels)
12. Quiet workspaces - noise cancellation headphones, privacy boards.

## Personalised teaching

1. Teachers know what motivates/ interests the children/ in their class.
2. Teachers use real life examples so that children / young people can relate to the concept.