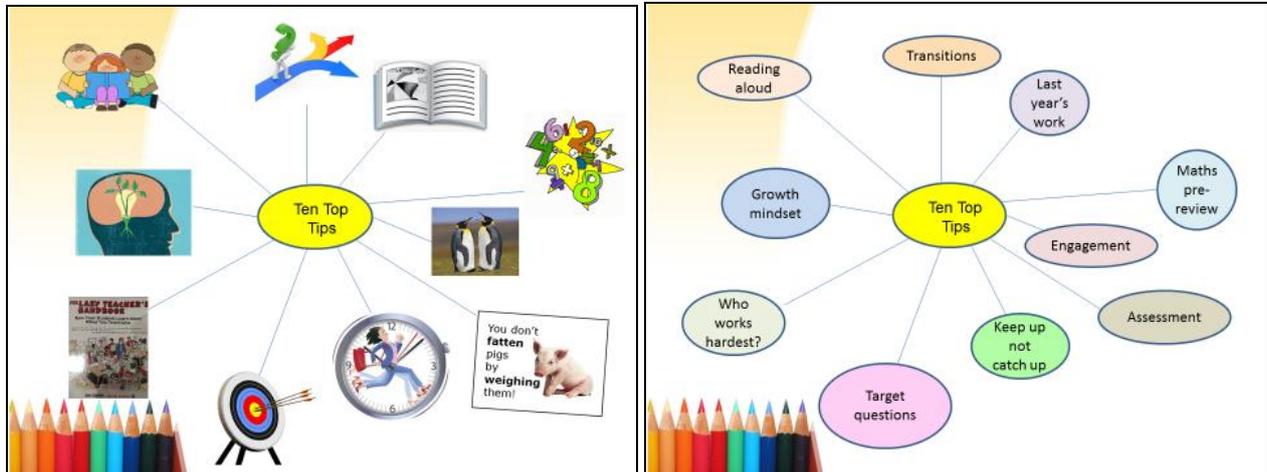
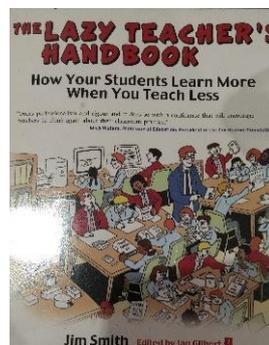


TEN TOP TEACHING TIPS



In no particular order:

- 1) Use **last year's best work**. Show the children the 'sort of things the children did last year' and say "but I know you can do better than this". This involves keeping some topic work/subject books that are the best. You will see the standard gradually rise year on year as pupils use and improve ideas and add more creativity to their work.
- 2) **Who works hardest?** Make sure the children are working harder than you! The book "The Lazy Teacher's Handbook is not about you not teaching, but it is about giving children the ownership of their learning. A colleague headteacher gives this to all his new teachers when they start at his school.



- 3) **Reading aloud**. Use opportunities to have children reading aloud, e.g instructions, text from Interactive White Board – it will reduce teacher-talk and engage pupils more. Sometimes it can be useful to have all the class reading aloud but, at other times, carefully select a pupil who needs practice, to read sections from the board. It is important, in this instance, to ensure the selected pupil will be able to read the

text with little help. Research shows that, with support (i.e a whole group) pupils can read text that is 40% more difficult than they can read on their own.

- 4) **Maths Pre-Review.** Try a quick maths test on Friday (just 5 mins with 4 or 5 questions) linking to next week's topic and use this to assess and regroup pupils. So, for example, if next week I will be doing fractions, I give a short test getting progressively more difficult e.g.

1. What is $\frac{1}{2}$ of 6?
2. Simplify $\frac{4}{8}$
3. What is $\frac{1}{5}$ in $\frac{1}{15}$?
4. Add $\frac{1}{2}$ to $\frac{3}{4}$
5. Add $\frac{2}{5}$ to $\frac{1}{3}$

The responses will enable you to identify which aspects of fractions the children have grasped; by grouping them according to this, you will know where to give support and plan the work to ensure all pupils move forwards in their learning.

- 5) **'Keep up not catch up'** – provide extra learning opportunities for pupils in receipt of pupil premium and SEN pupils to enable them to stay in line with other children. This needs to start in reception and continue every year, otherwise there is catch-up to be done. If there is a gap between their achievement and the rest of the group, accelerated progress needs to be planned for and made.
- 6) Develop **Growth Mindset** using and modelling quotes (loads on the internet) like "If it doesn't challenge you, it won't change you" and "You have only failed if you have given up". Watch the video 'Austin's Butterfly' <https://www.youtube.com/watch?v=hgh1MRWZjms> and consider showing the pupils, and then using it across the curriculum.
- 7) **Engagement.** Engage all pupils, not just the ones who know the answer – use talk partners whereby, instead of pupils answering some questions with hands up, (usually only pupils who know the answer do this) you ask pupils to talk to their partner and discuss the answer. This is not suitable for one-word answers, but can be a question like "Discuss with your partner how the blind man felt and behaved when Jesus had healed him". In this way, every child should be able to contribute something and pupils are not able to be passively disengaged. Lolly sticks with children's names on them, but with names placed downwards in a cup or beaker, means the children don't know if they are going to be chosen to answer – again it avoids hands up, and engages all pupils. These can be used for shorter one or two word answers; for recapping a previous lesson that links, and even for selecting a piece of work to consider/discuss towards the end of a lesson. The message this gives to the children is that it is a random choice rather than you either favouring others, or picking on an individual. Teachers have modified these to using different colours for different groups of children, ensuring that they are not asking a really difficult question of a lower-ability pupil. Lolly sticks can be used weekly/fortnightly to choose talk partners, again giving a random opportunity.

- 8) **Transitions.** Have a very slick start to lessons. 15 mins saved a day = 25 hours over one year; that's a lot of learning time lost if it's not used. "From the moment children arrive to the moment they leave they are too busy learning to misbehave". Improve transition (from teacher input to pupil activities) by giving out books before the lesson and getting pupils to write the date and learning objective at the start of the lesson, leaving the book open with pencil in centre fold. This ensures that, when you have finished teacher input, pupils are then ready to start work straight away without interruption. Pupils can no longer procrastinate and take 20 minutes to find their book, a pencil and write the date and then wander around the room trying to find out what the task was – they go straight to their place, the book and pencil are there, the date and title are written, they can start.
- 9) **Target Questions** Teacher and assistants need to know the needs of individual pupils well so they can target questions, support and teaching for children in a focussed way.
- 10) **Assessment** Use assessment data to inform you of pupils' next steps. Weighing a pig doesn't make it fatter! Adjust your teaching according to pupils' learning needs. Ensure that assessment is used by the teacher to identify gaps in teaching and gaps in learning so that learning activities can be focused to fill gaps and reframe teaching to ensure high-quality learning.