THE SJB

7

Rooted in Love

SjB

Context & Culture

Reflect & Respond

LEARNING IN CONTEXT

HIGH ASPIRATIONS

ASSESSMENT & FEEDBACK

REFLECTION TIME

Pedagogy & Practice

EXPERT INSTRUCTION

PURPOSEFUL PRACTICE

SKILFUL SCAFFOLDING
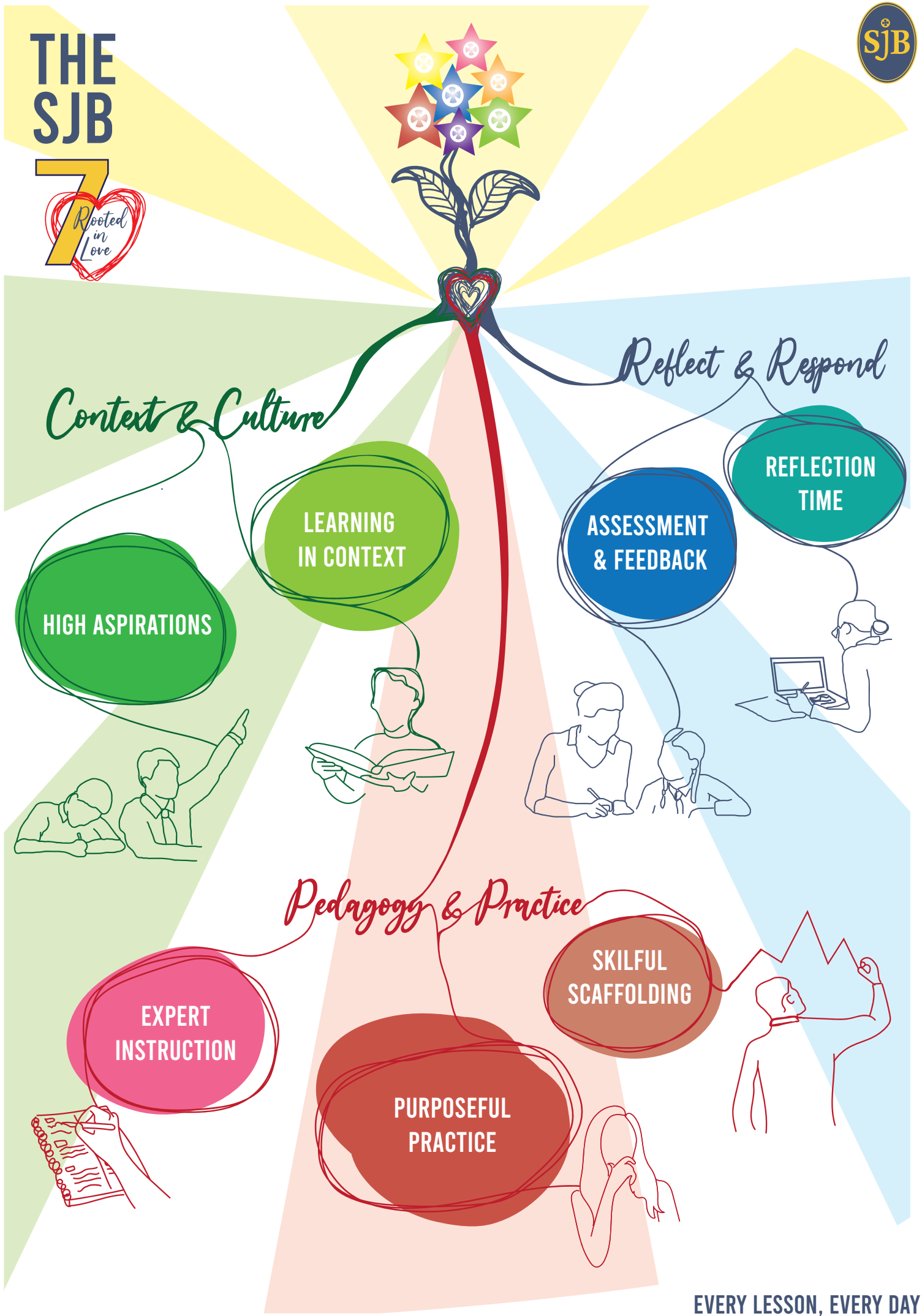
EVERY LESSON, EVERY DAY

SJB 7
Rooted in Love

- Root classroom culture in respect and love
- Reinforce positive behaviour for learning
- Establish and uphold consistent classroom norms
- Be language aware
- Know the students' needs; make reasonable adjustments
- Build positive relationships

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Context & Culture

HIGH ASPIRATIONS

- Maintain high expectations for every child; ensure all students are challenged
- Adopt a mastery approach to learning: believe all children can achieve (and give them the time and opportunity to do so)
- Expect all students to participate, engage in learning and work hard

LEARNING IN CONTEXT

- Set the learning journey in context (wider world, within the specification, to individual students etc)
- Explain how learning is sequenced
- Retrieve prior learning and clarify/eliminate misconceptions

Pedagogy & Practice

EXPERT INSTRUCTION

- Plan explanations to aid understanding
- Use expert knowledge and examples to convey complex ideas simply
- Teach tier 2/3 vocabulary explicitly
- Improve comprehension by employing disciplinary literacy strategies
- Provide opportunities for students to talk purposefully

PURPOSEFUL PRACTICE

- Design tasks carefully to deepen understanding
- Use modelling to support student learning
- Supplement live modelling (with technology) with high quality talk and questioning
- Give students ample time to deliberately practise and build proficiency
- Show students what a high-quality response may look like

SKILFUL SCAFFOLDING

- Provide thoughtfully planned scaffolds to promote productive struggle
- Remove scaffolds as students gain independence: guided to independent
- Make reasonable adjustments to tasks based on needs

Reflect and Respond

ASSESSMENT AND FEEDBACK

- Check for understanding using a range of strategies, and use this diagnostically
- Provide impactful feedback to students
- Encourage students to use feedback to improve their learning

REFLECTION TIME

- Provide time for students to reflect on their learning
- Use strategies to promote metacognitive thinking and self-regulation
- Ensure students know their next steps