

Teaching and Learning at NHTS

At NHTS we understand the **transformative power** of quality first teaching.

Teaching and Learning at North Huddersfield Trust School is underpinned by the following vision:

Teaching and Learning at NHTS is rooted in the best pedagogical practices, it is courageous, ambitious and reactive and focuses on providing a bespoke education for all our students.



ESTABLISH

“What do students already know?”

This could include:

- Re-call or retrieval that challenge
- Consolidation questions from previous lesson/s
- Questions that have built in challenge or are open questions so there is a significant level of challenge offered
- An opportunity for students to succeed
- The sequence of your curriculum

EVALUATE

“How do you know students have understood it?”

This could include:

- Questioning
- Using some quick AFL strategies
- Taking feedback from students
- Self assessment/peer assessment



EXTEND

“Do you go forward or do you go backwards?”

This could include:

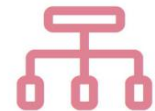
- Sharing of content/knowledge
- De-coding of criteria/skills
- Modelling a task/skill – demonstrating the process
- Using exemplars/prompts/scaffolding as appropriate
- Re-visiting knowledge/skills that were found not to be secure through the in class review of learning or through marking

EMBED

“Can students use what they’ve learnt?”

This could include:

- Students applying the skill they have been shown
- Students completing tasks that consolidate their understanding of the content/knowledge/criteria
- Tasks are personalised and always offer challenge
- Emphasise the ‘crossover’ of skills and content between subjects.



TEACHERS will provide an

ambitious,

bespoke,

challenging education

- Staff will **ESTABLISH**, at the planning stage, the starting points of **all students** – staff will use marking/data to inform their planning to ensure that every lesson is bespoke and meets the needs of all students.
- Staff will **EVALUATE** what students know through a range of questioning techniques.
- **EVALUATE** the needs of all groups of students – ensure that you differentiate to meet the needs of all students including SEND, HAP and EAL.
- Staff will ensure a bespoke and differentiated focus to the tasks at the **EXTEND** stage.

- Staff will **EXTEND** students' knowledge and skills by being reactive. We believe it is important to go with the 'flow' of the learning.
- Staff will **EXTEND** and deepen students' knowledge and skills when students have demonstrated that key skills/knowledge have been understood.
- Staff will **EXTEND** what students need to know by sharing new knowledge/skills. This will include decoding key skills/criteria, modelling success, using exemplars/prompts/scaffolding.
- Staff will **EMBED** skills/knowledge taught during the **EXTEND** stage by giving students opportunities to apply what has been taught.

- Staff will **EMBED** the opportunity for **all students** to be successful by offering personalised tasks that also offer substantial challenge.
- Staff will act courageously and reactively in order to ensure that every student is challenged.



designed to create

- Students will be able to articulate what success looks like.
- Students will respond positively to feedback and improve their work as a result of effective feedback.

engaged,

- Students will understand what stage of learning they are at any given point of a lesson. They will be able to articulate which of the 4 Es applies to what they are doing. Put simply, they will also be able to articulate what they are doing and why they are doing it at that time. Students should take PRIDE in every aspect of learning.
- Students will participate fully in lessons at every stage of the learning as an active learner.
- Students will take PRIDE in developing and applying their literacy and numeracy skills across the curriculum.

critical,

And resilient learners...

- Students will strive for continual improvement in every task/challenge and always work collaboratively and supportively.
- Students will have the courage to take risks understanding that sometimes 'getting it wrong' is a way of learning how to 'get it right.'
- Take an active part in learning within and beyond the classroom.



*equipped to become the people who **define, shape and transform** society.*

Our priorities are:

- ***Consistency***

Our aim is to provide all students with a **consistent** Teaching and Learning experience that is rooted in the best **pedagogical research**, to promote **progress, engagement, confidence** and an enthusiasm for learning in school and beyond.

- ***Closing the Gaps***

Our aim is to provide a Teaching and Learning experience that is **courageous and reactive** and meets the needs of all learners by providing a **bespoke education**.

- ***School Community***

Our Teaching and Learning strategy enables students to grow as learners and also encourages the staff in the school community to grow as learners through continuous professional development and seeking out the best pedagogical practices.

- ***Challenge***

Teaching and Learning at NHTS is designed to offer substantial challenge through the acquisition and the application of skills and knowledge at every stage of learning.