

Strategy	Whole School Expectations
Meet and Greet	- Welcoming students at the door, fostering positive relationships and managing environments 'Explicit Instruction' directs students to RP
Retrieval Practice	- RP that connects learning and scaffolds ALL students towards success - At KS3, the bridge between lessons - At KS4, this may also focus on 'revision'-style activities
WALT Slide	Completed as per TCA guidance: Title, WALT, Prior Learning, Next Steps, Big Picture, visual 'hook' - these are verbalised to suit scenario
Key Words	- Pre-empting Key Words that may prevent students accessing the lesson - Students write down definitions provided and/or stick in dual coding, depending on scenario 1-3 per lesson, building vocab over time
 WalkThrus Questioning	Variety of WalkThrus Questioning strategies either used verbally and/or through written answers: Cold Calling, Probing Questions, Think/Pair/Share, Say It Again Better, Check for Understanding, Process Question.
Scaffolding	'Chunking' of lessons and learning, reducing cognitive load and ensuring students are 'learning' not 'doing' - May take the form of questioning, tables, gap fills, sentence starters, visualisers, modelling, incrementally difficult tasks, or other similar strategies
 Check For Understanding	- Building on verbal questioning, formal and written CFU tasks, bridging the gap between RP and LC. Can conclude Learning Cycle alongside SA Against WAGOLLS - Heavy uses of scaffolding to promote success - Can be used as part of homework tasks at KS4
Self-Assessment Against WAGOLLS	- Use of teacher WAGOLLS and questioning strategies to check answers on CFU tasks - Green pen 'leaves no student behind' - WAGOLLS/WAROLLS etc. used in different contexts to promote ownership and accountability over time
Learning Check	- Formative assessment concluding the Learning Cycle and focusing on an independent task done in silent exam conditions - Marked by teacher with WWW/PFI
WWW/PFI Feedback/ Whole Class Feedback	- WWW/PFI teacher red pen feedback: this can be recorded individually by class teacher, or by using a Whole Class Feedback, with WWWs and PFIs focusing on holistic misconceptions (either printed or written by students) - WWWs should focus on successes, PFIs on problems - If delivered as WCF, teacher should pitch WCF at the top and scaffold from the bottom
Green Pen Next Steps	- Next Steps tasks that aim to 'fix' the PFIs, completed as a whole class or individually - Tasks may focus on misconceptions and/or application and/or challenge and stretch - Tasks can be varied and numerous in nature, and where used perceptively, will fix the 'why' not the 'what' - Ultimate aim may be to improve the student, not the work