

Dimensions of Great Teaching at AGSB

1. Curriculum and pedagogical knowledge

- In-depth Subject Knowledge: Secure, adaptable understanding of content.
- Curriculum Sequencing and coherence: Clear progression, builds on prior learning. Key concepts used to organise and structure the learning
- Pedagogical Awareness: Choosing the best strategy to teach a particular concept; aware of misconceptions with plans to address

2. Environment – classroom climate

- Good routines in place
- Behaviour – clear expectations made explicit:
 - i. students expected to contribute in lessons
 - ii. calm atmosphere allowing all students to think
 - iii. misbehaviour dealt with quickly
- Inclusive atmosphere:
 - i. Aware of SEND with teaching to support all
 - ii. High challenge without fear of failure
 - iii. High success to promote motivation
 - iv. Respectful – contributions expected of all and always respectful in nature

3. Teaching

- Retrieval practice used routinely to activate prior knowledge
- Objectives specified and linked to key concepts
- Pre-requisite check in place for new material
- Material causes thinking - high challenge
- Questions asked of all students with cold calling as standard
- New material presented in small steps with modelling and worked examples used; scaffolding removed as students' confidence increases
- Independent practice in class
- Key point summarised at the end of teaching sequence

4. Assessment

- Adaptive – checking for understating in lessons (via questioning, MWB use, Quizzes, exit tickets, etc)
- Homework – feeds into lessons, reviews independent work
- Feedback and marking – should cause thinking and be questioning in nature
- Summative – regular tests to inform progress