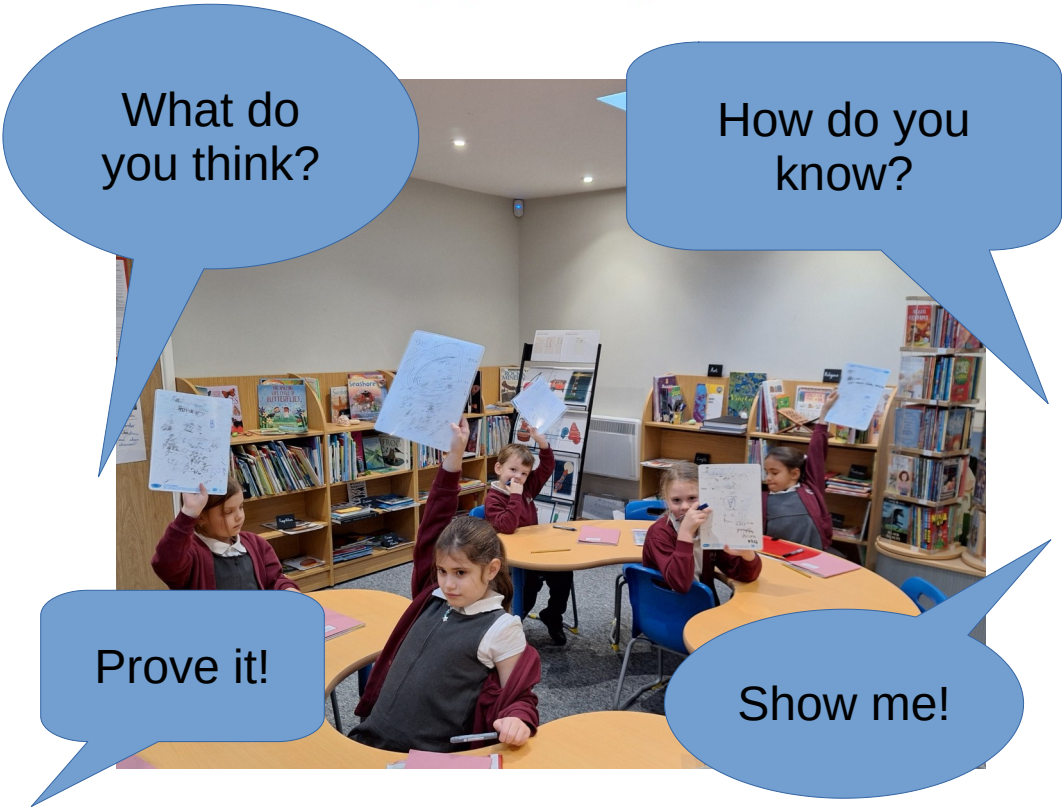
Responsive Teaching at

REED FIRST SCHOOL

Learning Together, Learning for Life

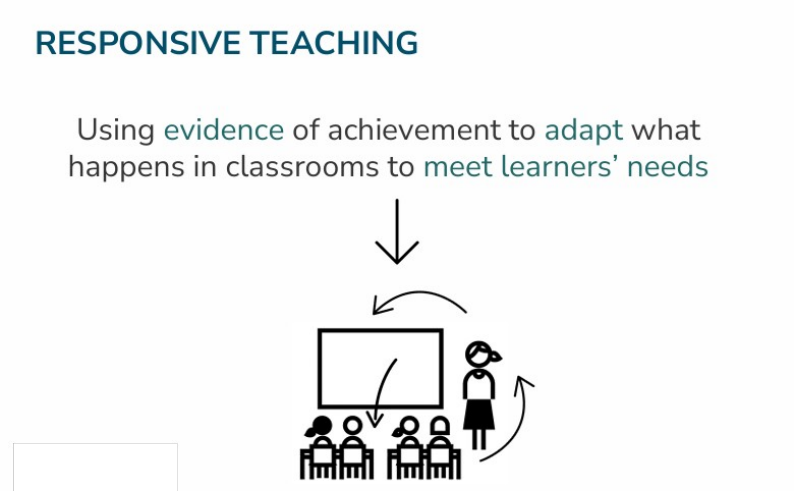


A guide for parents and carers

At Reed First School when we teach we...

- Check children are *moving though the curriculum* as planned
- Check children have *understood the learning* at a *timely point*
- Ensure that children are *retaining the knowledge and skills*,
- Know children are *ready for the next 'part'* to be layered on top
- Ensure that we *don't 'leave anyone behind'* or discover later they didn't understand
- Ensure that we know when to *stretch further or deepen thinking*
- Check that children can *connect key ideas* and *apply the knowledge*
- Ensure children can *remember and use the correct vocabulary*

For this we use:



ASSESSING PRIOR KNOWLEDGE & EXPLORING MISCONCEPTIONS

Here is the first of three types of questions we may ask to respond to what the children know.
We are activating prior learning.

We use questions like this to check the children are ready **before** the next steps of learning based on what they should already know.

For example:

LIVING THINGS – TRUE OR FALSE?

- Living things have to eat food to stay alive
- Everything that is not alive now was alive in the past
- All living things can move
- Only living things can move

As you can see, these questions are carefully designed to provoke discussion and ensure answers from all.

CHECKING FOR UNDERSTANDING

Checking understanding **during** learning through carefully considered questions.

A. We went to the shops they played football.

B. They like football.

C. I prefer tennis it's easier.

D. The shops are warm the park is cold.

E. The park is free the cinema costs money.

Which of these are correct sentences?

Again, you can see the activity shared is chosen specifically to assess understanding of what has been taught. It could equally be used for common misconceptions noticed by the teacher.

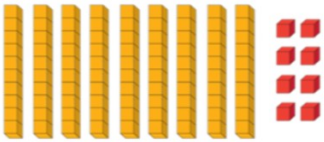
Again, lots of rich discussion and reasoning!

KNOWING MORE AND REMEMBERING MORE

The third type of questioning will be looking to see who has retained the information taught **after** a sequence of lessons. This can be done a week later, a month later and so on. The point is to see if learning really is secure.

1) Order the numbers starting with the smallest. 88 78 81 87

2) 56 ◯ 65

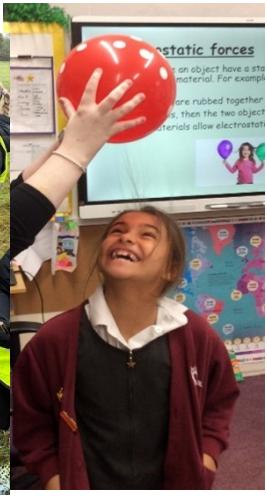
3) How many? 

4) Draw base 10 to show 1 more than 19

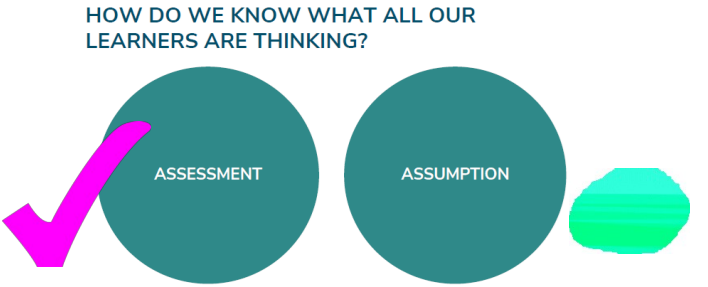
If there are gaps in knowledge, the teacher will identify and address them.

To make sure all children can succeed:

- We make sure that all of our lessons are taught in small manageable steps.
- We make explicit links between the lessons.
- We make it clear to the children what we are learning and why.
- We only move on when the previous knowledge and understanding needed to succeed is secure.
- We create an open culture where the children are happy to share their thinking and say if they need some help.
- We learn together.
- We make learning active and memorable.



Importantly, we assess, we don't assume!



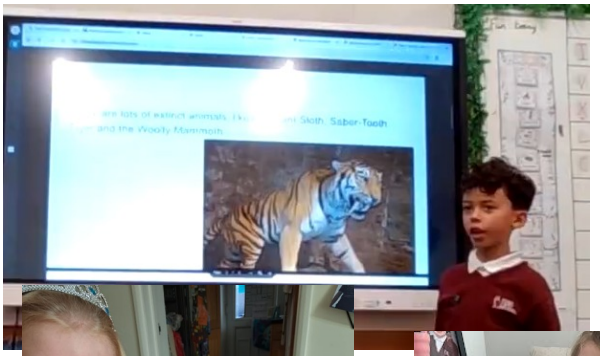
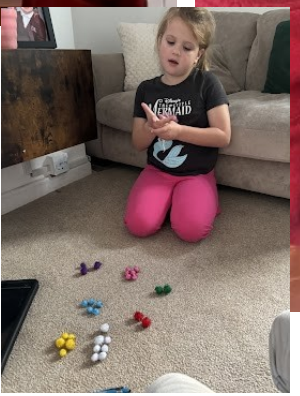
Our feedback also focuses on what is secure 'tickled pink' and what the next steps are 'green for growth'.

The children are used to this and expect this feedback from teachers, each other and themselves!

Having a growth mindset is so important for our learners and Brown Mouse and White Mouse help them to remember to having an open mindset for growth.

The children are taught to know how to be more like Brown Mouse who is open to feedback, unlike White mouse who gives up easily. You can find Brown Mouse and White mouse in the hall and all three classrooms.

You can help at home too!

Remember, the learning your child completes at home should be supporting rehearsal of what they have already been, or are being taught in school.
If your child appears to have gaps in what is sent home, it is crucial that you work in partnership with the teacher to share this, in order to work together to fill any gaps with agreed strategies and support.

We thank you for your partnership – it really does make a huge difference!