

# THE FEATHERSTONE WAY



**F**irst, positively greet students at the door with a designed seating plan

**E**xpectations remain high and are communicated clearly

**A**ctivity could be retrieval based to promote links to prior knowledge & the Big Picture

**T**he learning objectives should be explicit and linked directly to activities

**H**ighlight the 'need to know' through guided practice, modelled examples & explanations

**E**valuate understanding regularly, using a variety of AfL strategies

**R**eview progress, encouraging metacognitive reflection

**S**caffold activities for individual student need(s), re-teaching when necessary

**T**arget questioning to ensure challenge remains ambitious

**O**ralacy & reading are key, students learn through well-crafted discussions and texts

**N**o excuses: all students actively involved in their learning

**E**very student should receive personalised feedback on marked work

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**W**orking hard through independent practice ensures individual productivity & improvement

**A**lways provide sufficient time to complete GPoP activities promoting high levels of literacy

**Y**ou are the specialist; setting relevant home learning & having consistent routines result in purposeful lesson ends & safety in corridors

CHALLENGE

RESPECT

CARE

INCLUSION

PARTNERSHIP

RESILIENCE