

Quality First Teaching at The MFG

1. Understand the Curriculum

1.1. Deep and Fluent

1. Having a deep, comprehensive knowledge of the subject area which is being delivered

1.2 Curriculum Sequencing

1. Understanding how the core concepts are sequenced over the short, medium and long term plan.
2. Understanding the appropriate tier 2 and 3 vocabulary to deliver the content effectively.

1.3 Relevant Tasks

1. Understand the misconceptions which students may hold and plan appropriately (including lesson resources) for this. Carefully refined scripts rather than spontaneous explanations to aid misconceptions.
2. Appropriate tasks are used to be able to assess student learning and promote engagement.

2. Create THE MFG environment

1. Staff arrive on time – room organised and resources ready/resourced
2. Staff meet and greet on door using open and inviting body language
3. Positive framing language used to start the lesson
4. Referencing of the character expectations in a positive manner
5. Referencing the Classroom Displays when relevant (Morality and/or helpful displays)
6. SCIF used that support the room layout and student needs

3. Manage THE MFG environment

Staff are expected to manage THE MFG environment, using strategies such as:

1. Use the informal behaviour for learning strategies – use of space, gestures, facial expressions etc.
2. Praise used genuinely and purposefully, using character language where appropriate.
3. Positive language used to praise students who are on task “99% of us have made an excellent start, need 100% on task” etc.
4. Clear instructions given using 3Ts (Team, Task, Time) enabling a clear transition between activities.

5. Use 3,2,1 as a countdown for attention
6. Insisting on the tracking of teaching and waiting for 100% on task before speaking
7. Use of informal prompting, such as non-verbal cues, where appropriate.
8. Be present – actively supporting learning even during an independent task
9. When using a formal strategy, for example, a C1, an explanation is given about the behaviour and why it is impacting on learning
10. End and Send routine which is: students stand behind desks at end, work area is clean/tidy order and teacher regulates the dismissal of students

4. Implement the curriculum

4.1 Activating learning

1. At the start of the lesson the use of an Activate activity for retrieval and linking of prior learning to help new learning.

4.2 Signposting Learning

1. The structure of the lesson should follow the long-term and medium-term intent plan.
2. The sharing of the lesson ‘what’ and ‘why’ and the components taught in the lesson, including the signposting of the character curriculum (where appropriate).

4.3 Explaining

1. Clear explanations which use appropriate tier 3 terms, utilising students’ prior knowledge with the aim of managing cognitive load.
2. Learning is brought to life and made memorable through teacher explanations and examples (such as hinterland knowledge).

4.4 Modelling

1. The use of ‘I do, we do, you do’ to model.
2. The gradual release of responsibility is performed when the students are ready

4.5 Interact then adapt

1. Questions are asked which cause students to think hard.
2. Think time is used to promote quality responses to questions.
3. Cold calling is used to check for understanding of students.
4. Think, pair, share is used to engage student thinking and improve oracy.
5. ‘No opting out’ means that students are expected to think hard and respond to questions which are asked.
6. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy).
7. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy).
8. Teachers circulate (through THE MFG character) and assess student learning.
9. Assessment data is gathered through various methods such as: whiteboards, verbally, written, practical performance.
10. Following assessment information, being adaptive and responsive to student needs based on interactions (such as re-teaching, providing more time, providing more examples).
11. The use or removal of scaffolding depending on assessment interactions.

4.6 Embedding

1. There is an opportunity for students to use their learning (embedding or applying).
2. There is opportunity for repeated independent practice when students are ready (including outside the classroom through homework).

4.7 Literacy

1. Relevant tier 2 and tier 3 vocabulary is taught using the MFG method.
2. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy).
3. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy).
4. Break down complex writing tasks (such as getting students planning, monitoring and evaluating their writing)
5. Provide opportunities for structured talk, including the modelling of high-quality talk
6. Reading strategies such as activating prior knowledge, prediction and questioning are used to improve student comprehension of text.