

# Strategy used to promote ‘appropriate discussion’ in lessons

Our school’s key aim is to...

*Ensure every child has strong communication and thinking skills to deepen their understanding.*



## Intent

Our school community comprises of a range of socio-economic backgrounds and needs, as our catchment is rural and farming but our intake includes children from nearby towns. This results in a mixed context of educational aspirations ranging from high to low. We believe that developing strong communication skills in every child will empower every child to achieve in education and employment: if you can talk with confidence then you can succeed.



## Implementation

### *Subject knowledge*

Teachers and support staff are provided with regular training across the whole curriculum, including work with the Prince’s Teaching institute, First Federation and Babcock LDP. They are required to maintain a subject-knowledge that can stand up to pupil questioning and seeks to take pupil understanding deeper.

### *Effective Questioning*

Teachers and support staff are provided with CPD to ensure they apply effective questioning and quality discussion to all lessons. Teachers are expected to apply the principles of Bloom’s taxonomy and Webb’s Depth of Knowledge. Time for pupils to talk in pairs, trios or groups before answering is essential.

### *Building pupil schemas by linking language and concepts to prior learning*

Teachers plan to start lessons with an open question when appropriate and to recap prior learning in a range of different ways to support the transference of learning from the working memory into the long-term memory. Teachers are expected to link learning not subjects, especially key concepts such as those listed in our British values.

### *Delivering planned opportunities to discuss a concept or learning focus*

Teachers are expected to guide appropriate discussions and narrate their choice of language Time to talk must be purposeful in its exploration and sharing of the concept in question. Teachers will introduce key vocabulary and allow opportunities for pupils to use the new language.

### *Designing Expressive Activities*

Teachers are expected to plan open-ended topics of discussion to inspire pupil debate and sharing of views. They also plan for activities that require every pupil sharing their learning verbally at the end of a unit or block of learning. As part of this Expressive Activity and our commitment to the ‘Oracy Framework’, teachers will model and teach pupils how to speak in different contexts.

### *Assessment*

Effective discussion reveals to the teacher the level of a pupil’s understanding or the depth of their ‘mis-understanding’ and teachers are expected. Teachers will link learning discussion with opportunities to adapt their teaching within the lesson to address misconceptions.

*Resources:* Teachers will require clear strategies and expectations in class to ensure an environment that feels safe to share.



## Impact

We will know that this strategy is being effective when pupils automatically raise questions about their learning and confidently answer questions about what they have learnt.

Appropriate discussion will empower pupils to take their learning deeper and we should see a greater number of pupils achieving higher attainment status across the curriculum.

We track the progress of every child’s communication skills across every subject We will know that this strategy is being effective when vast majority of pupils are reaching the age-related expectation and beyond for this fundamental skill.

Secondary school surveys will report back that our former pupils were confident communicators and creative thinkers.