

Teaching and Learning Rationale

'Know more, Do more, Remember More'

Leading academics, such as Rosenshine, believe that teachers need to better understand the neuroscience behind working memory and long-term knowledge retention. Therefore, underpinning our curriculum design, based on 'know more, do more, remember more', is the assertion that students need a solid understanding of core knowledge if they are going to progress in their learning.

All colleagues in the Fairfax Trust promote the Teaching For Excellence model, referred to as T4E. The Teaching for Learning Team (made up of Lead Practitioners, members of the senior leadership team and Heads of Departments) routinely use learning walks to ensure effective subject specific teaching and learning behaviours.

Like many schools, we've used Direct Instruction as a basis for our Teaching For Excellence model because it's backed by a compelling body of evidence suggesting significantly improved outcomes for pupils. Inspired by Rosenshine, our pedagogy aligns with a knowledge rich curriculum. It emphasises recurrent knowledge retrieval, which we embed in our model as the Do Nows at the start of every lesson. Rosenshine also emphasises the freeing up of working memory to focus on multiple exposures to guided tasks that consolidate and 'encode' understanding into the permanence of long-term memory. This is why we prioritise our modelling and making sense stage in our Teaching for Excellence Model so that students are well prepared for independent practice leading to achievement.

Our Teaching for Excellence approach has also served as a reassuring framework, within which the pedagogical work of the CPD pathways can take place. In September, all staff select a specifically focused pathway for their continuous professional development. In targeted, cross curricular groups colleagues are given protected, regularly calendared time to meet; review research; co-design lessons and peer review each other's work under the expert challenge of a designated lead.

A key focus for all colleagues is literacy. From our Year 7 data, shown below, it is very apparent that we have to make reading and writing a priority in our curriculum at Erdington Academy. We therefore aim to develop a use of academic language in lessons, in both written and oral work. As research suggests, and our data shows, where a student has a lower reading age than they should, they are more likely to make less progress than their peers; thus all staff should encourage reading for enjoyment amongst our students and develop opportunities for extended writing in lessons.

Year 7			Year 8			Year 9		
National Comparisons			National Comparisons			National Comparisons		
School		National	School		National	School		National
60%	Reading	73%	60%	Reading	75%	57%	Reading	72%
67%	Writing TA	78%	64%	Writing TA	78%	65%	Writing TA	76%

Below is a diagram to demonstrate our Teaching for Excellence Model:

