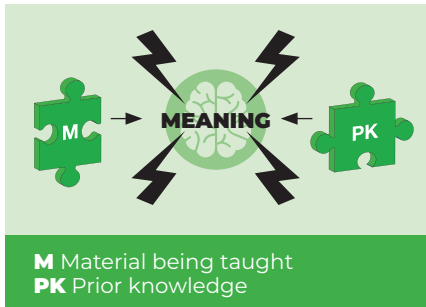




TOM SHERRINGTON

TEACHING SOME VS TEACHING ALL

THIS IS WHERE THE ACTION FOR IMPROVEMENT LIES



Without attention, without thinking – there is no learning. So it's fundamental that we consider and check that everyone is thinking. For learning to happen, several things to be fired up:

- they need to be thinking, focusing their attention to achieve the learning goals.
- they need to build new learning on prior knowledge in order to make meaning.
- they need to engage in practice and receive feedback that moves them forward.

Here are six things to think about when trying to reach **ALL** not just some; for **ALL** students to make meaning successfully, not just a few.

SECURE ATTENTION

Securing students' attention is critical for thinking

Securing mental attention is paramount. Students will mind-wander naturally and inevitably unless they have tasks or questions that occupy their minds. Set up routine tasks and questions that **ALL** students must do. Accountability techniques like Cold Call are essential for achieving this.

CHECK PRIOR KNOWLEDGE

Checking prior knowledge helps to make connections

It's vital, to check your assumptions about prior knowledge – going back as far you need to allow **ALL** students to connect to things they already know. Take students from where they actually are by using numerous checking processes including quizzing, pair talk and general assessment over time.

ENGAGE IN QUESTIONING

Good questioning reveals students' thinking

An inclusive classroom involves **ALL** students in questioning flows. If you combine whiteboards, think pair share and cold calling, you have three tools that work in combination. You flex the questioning method to ensure every student can practise, can think and can reveal their thinking to you.

PRACTICE & REHEARSAL

Practising talking and writing helps to make meaning

To make meaning with words and phrases, students need to connect them to concrete knowledge they have. For this to happen, **ALL** students need to practise using all the words. Good lessons where everyone is learning involve all students consolidating by practising, both in writing and through talk.

RESPOND TO KNOWLEDGE GAPS

Feedback loops let teachers address learning issues

We must adapt our teaching inputs in response to how well **ALL** students are learning. Our routines should be about finding out where they struggle and then reteaching those areas. We rebuild through: more examples, more practice, more concrete reference points, visual aids. Whatever it takes.

DESIGN EFFECTIVE SCAFFOLDS

Scaffolds enable all to participate in making meaning

Scaffolds allow **ALL** students to participate and make meaning within a lesson flow or a task, without needing to rely solely on their prior knowledge. The skill of a teacher lies in working out which scaffolds to use and when to reduce the level of scaffolding so that students ultimately no longer need them.