



# The Warriner School Principles of Teaching



*"We cannot change a child's prior attainment, but we can change their future."*

## Stretch and Challenge:

**'if you're not struggling, you're not learning', Sherrington**

### Strategy 1: Identify and account for prior knowledge

Use PiRA (SS of 115+) and PUMA data to identify HPA students. Highlight these learners on your seating plan.

Find ways to assess and ascertain prior knowledge before starting a new topic. For example, a quiz or a brain dump and then get students to pose any questions they have. Record these for later use as simple extension opportunities.

Once identified, get learners with extensive prior knowledge to present or explain some elements to the class **so that** learners must rephrase and reconceptualise their knowledge.

### Strategy 2: Build on interests to extend

High-attaining learners typically want to explore components in far more depth than you have time. Provide them with additional materials, for example suitable higher level texts. To build relationships, lend high-attaining learner a book from your own personal collection or visit the library with them to choose something challenging.

### Strategy 3: Inch wide, mile deep

Consider the curriculum being made up of surface material and ideas that require much deeper understanding, and learning is a chasm to be crossed. Some learners require a bridge, i.e. appropriate scaffolding to cross, others are able to climb to the bottom of the chasm and all the way back up again. For each topic, consider what you can do so that high-attainers can make this journey to the bottom of the chasm. Provide opportunities and materials **so that** learners go deeper, or laterally with a concept, or use more complex terminology.

### Strategy 4: Questioning techniques

Challenge high-attainers with Socratic questioning **so that** learners have to think deeper. For example:

- Clarification (process) questions-why did you give that answer, how did you get there? E.g. What made you decide Lady Macbeth is a villain?
- Challenge (further/probing) questions-how does a response prove or disprove their initial assumptions? E.g. Is this how you viewed Lady Macbeth when she is first introduced?
- Prove it (further/probing)-ask questions to seek proof, e.g. specific examples or causes. E.g. Might there be other reasons for viewing Lady Macbeth as a villain?

### Strategy 5: Consider learner roles

Encourage learners to take on a new perspective by arguing a viewpoint they themselves do not hold. For example:

- High-attainers have to argue the opposite view in a class debate, or
- When prioritising causes or effects and forming a judgement, ask high-attainers to argue an alternative viewpoint. E.g. the protagonist in *The Hitcher* by Simon Armitage deserves our sympathy, or the weakness of Appeasement was the most significant cause of World War II.

**Responsible - Respectful - Ready**