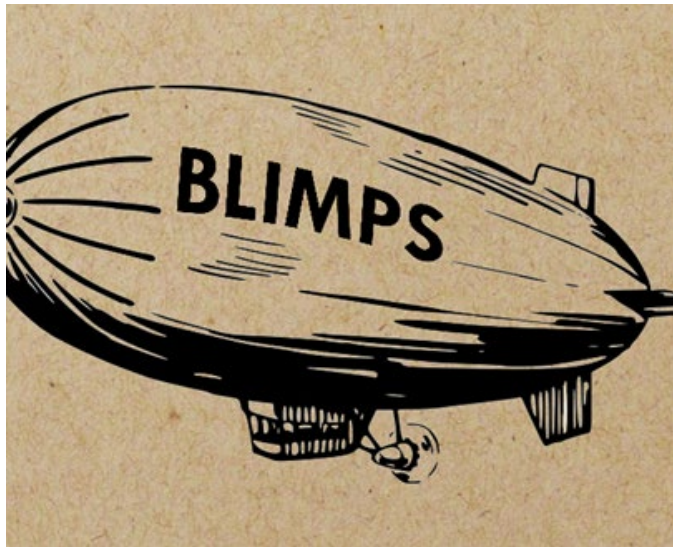




Our BLIMPS approach to Teaching and Learning is informed by our own experiences and observations, pedagogical texts such as Doug Lemov's 'Teach Like a Champion', Bill Rogers 'Behaviour Management' and Tom Sherrington's 'Rosenshine's Principles in Action' as well as the 'Evidence Based Teachers Network'. What follows is an explanation of some of the thinking behind it.

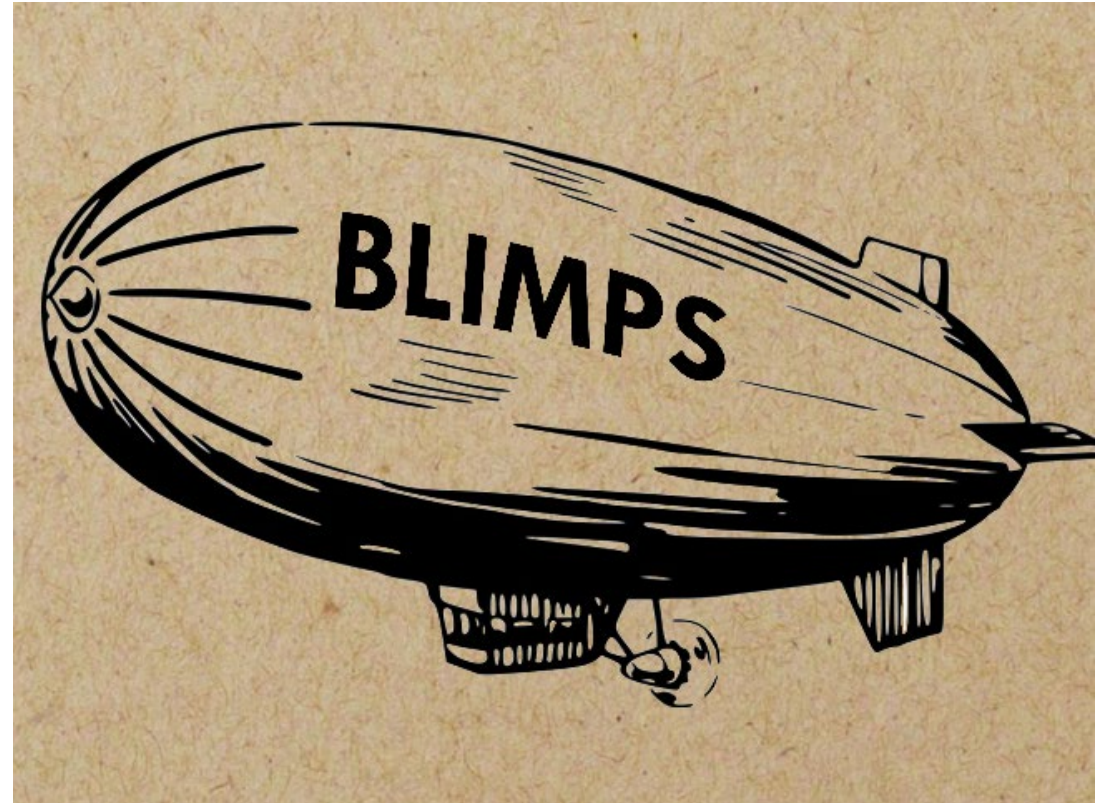


Behaviour

Behaviour is the bedrock of learning.

When behaviour is poor this can undermine the learning of all. At TBS we want to develop a culture which is firm but fair. We want to nurture our values of responsibility, respect and resilience to create a positive learning environment for all in order to achieve excellent academic results.

This is achieved through: Clear boundaries and classroom routines; effective use of our whole school behaviour policy to challenge poor behaviour and reward positive contribution; challenging and engaging lessons that are accessible to all students.

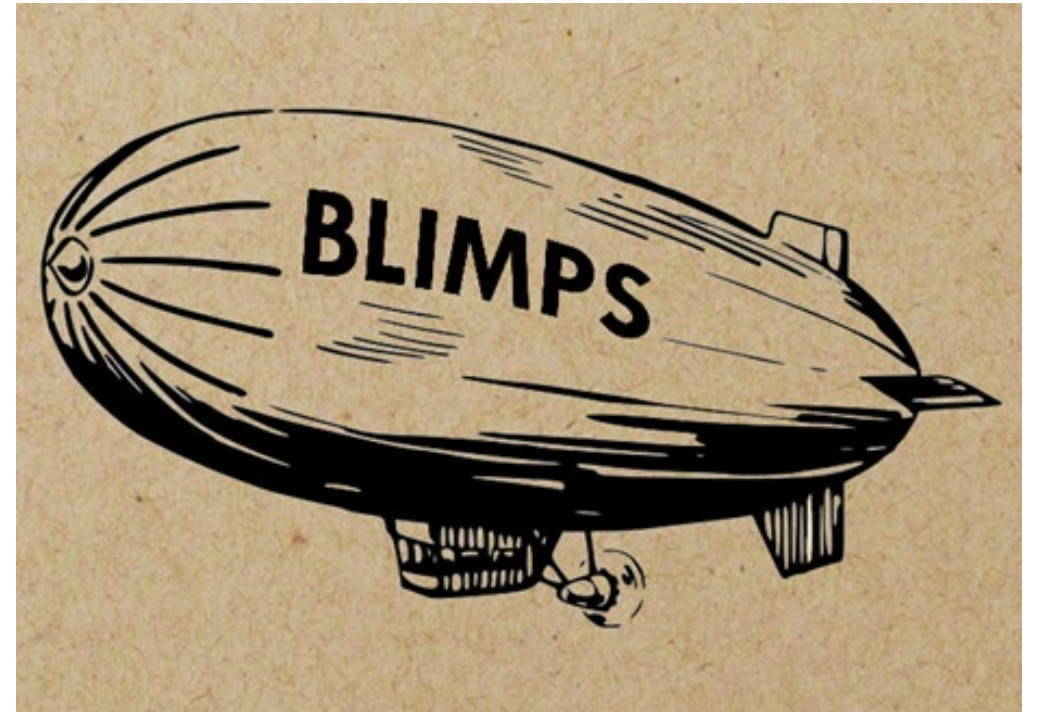


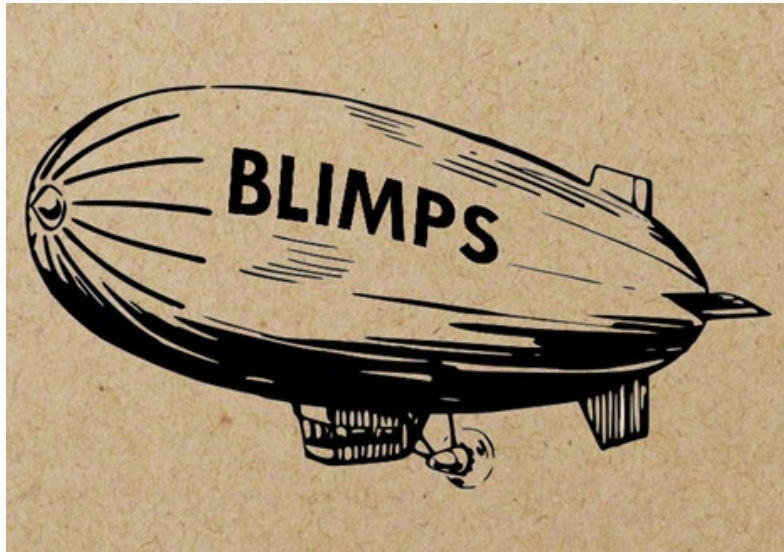
Literacy

Our students are exposed to literacy on many levels through speaking, listening, reading and writing to help them access the curriculum.

Core writing routines encourage our students to take a pride in their writing. SPaG marking is used to emphasize the importance of accurate writing and silent writing slots help students to develop their confidence as writers. In the classroom, teachers model how to construct different types of written texts and provide scaffolding, key terminology and support where necessary.

TBS has a whole school literacy policy providing additional support through tutor times, work of the week, online learning and targeted literacy sessions.





Interleaving

Interleaving improves long-term knowledge retention, problem solving skills, and the ability to transfer learned knowledge.

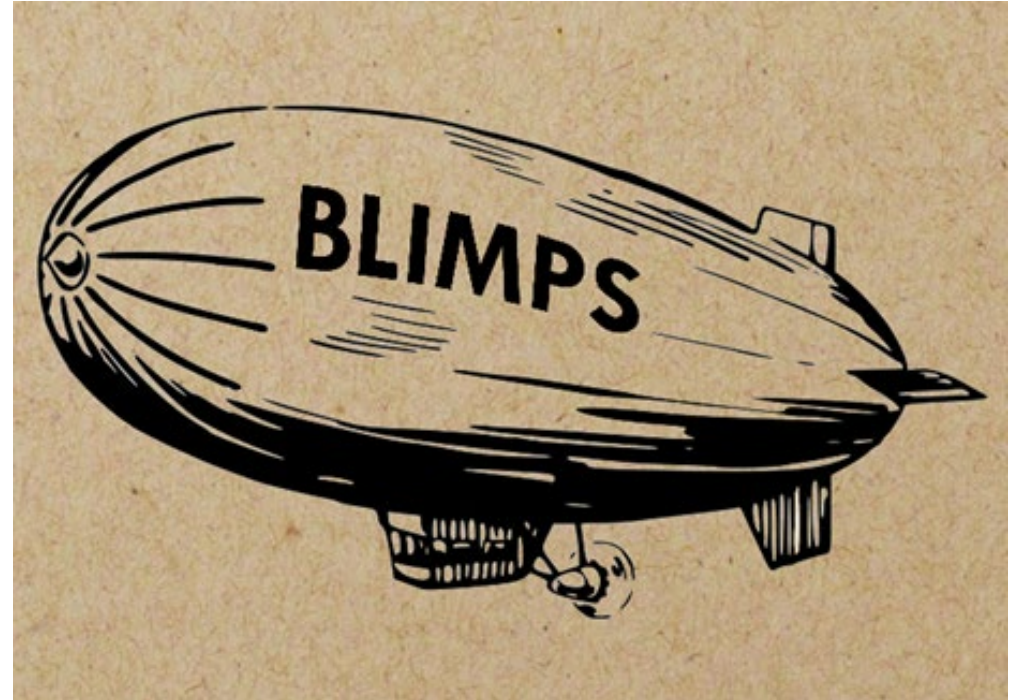
In the classroom, interleaving is used to review previous learning *and* making connections with other networks of knowledge. It may take the form of quizzing, knowledge organisers, summaries and encouraging students to make links within and across subjects, through careful questioning.

Modelling

Modelling provides students with both a visual and verbal examples of what they will be expected to do.

Through modelling in lessons our students are shown how to perform a skill with guidance and rationale. Both the showing and the explaining are vital and give students a deeper understanding.

In lessons this may be demonstrated on the white board or by sharing exemplar work and discussing it. It may also take the form of "walking, talking mocks" or practical demonstrations. It is massively enhanced by questioning pupils and encouraging discussion.

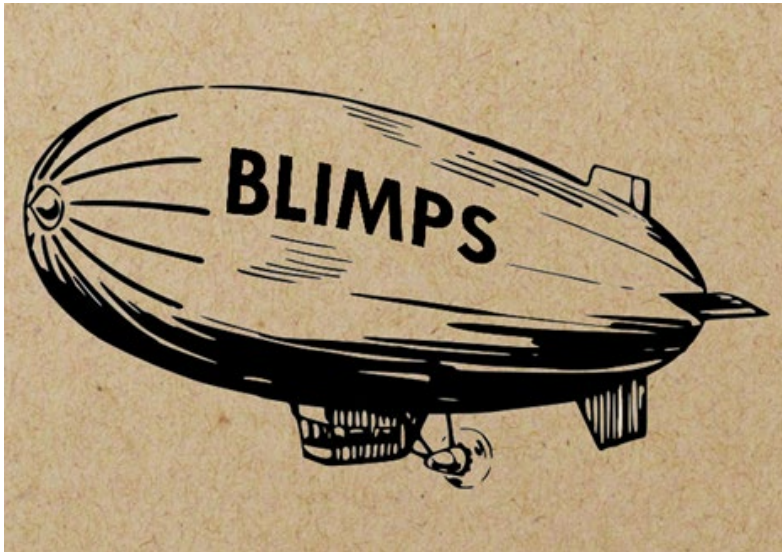


Plenaries

Plenaries serve two purposes: to inform the teacher about student understanding *and* to review, clarify and extend learning for students.

Often taking the form of questioning at key points during the lesson, they enable students to demonstrate their understanding and teachers to know what they need to do to improve learning and address misconceptions.

The reciprocity of plenaries enables teachers and students to constantly clarify and deepen understanding. Students can also engage in these; for instance, deciding in pairs which things they don't understand and/or are curious about. Higher order questions are vital to plenaries because they develop understanding rather than simply demonstrating factual recall.



Silent Concentration

Silent concentration is used at TBS for several reasons: to encourage independent work; to develop resilience; to encourage student responsibility for their learning; to improve the ethos or atmosphere of lessons.

This gives our students the opportunity to work independently in order to demonstrate their knowledge and understanding. We are looking for productive silence with students absorbed and engaged by their work, learning how to be resilient with tasks they find challenging and to develop their ability to concentrate.

