



Bottisham Village College Teaching and Learning Strategy



Questioning

Modelling

Thinking Hard

Collaboration

What do we mean by Questioning, Modelling, Thinking Hard and Collaboration?

Are questions used to:

- Check prior knowledge?
- Check Understanding?
- Promote thinking?

Are the questions accessible to all?

Do the questions promote curiosity and inquisitiveness?

Modelling for Outcome:

Are scaffolds provided? Are the steps to success clear? Is the outcome clear?

Modelling for process:

Are the stages in thinking articulated?
Is chunking present and logically sequenced?

Are students given the opportunity to think deeply?

Are students given the opportunity to problem solve?

Does learning go beyond just knowledge recall?

Does learning involve understanding and applying knowledge?

Are students given the opportunity to see the perspective of others?

Are students given the opportunity to share thoughts and ideas?

What does this look like in the classroom?

Is thinking and learning visible? Use of mini whiteboards is used to ensure no student has an opportunity to be passive.

Is the lesson altered as a result of the student responses? Re teach, remind, or move on?

Is the BVC responsive teaching Questioning toolkit used?

Does the teacher provide clear instructions for how the task should be completed?

Are the students fully aware of what success looks like with regards to:

- Outcome
- Process



Students are given an opportunity to apply their learning to a variety of different contexts.

Learning is linked to prior topics and concepts to get the students to think harder.

Tasks go beyond quick fire knowledge recall

Use of whiteboards in pairs to share ideas.

Pair or group discussions with clear accountability for the outcome of the task.

Teacher led Q and A to share groups thinking and tie threads of learning together.