

## Economics Best Practice Grid

<p><u>What should we see in Economics lessons as best practice?</u></p> <ul style="list-style-type: none"><li>• <b>Retrieval Starters</b>- a range of questions from the current and previous units. Students completing in their book. Answers discussed.</li><li>• <b>New Knowledge</b>- lead by teacher, giving students key definitions and information. Linking new content to what was previously learnt and using real life examples to explain/inform the new content.</li><li>• <b>Whiteboard Questions</b>- Students regularly using whiteboards to answer questions and to check for understanding.</li><li>• <b>Independent practice</b>- students attempt a range of questions including definitions, explain questions, analysis and evaluation in line with the exam.</li><li>• <b>Teacher circulating</b> – ensuring all students able to access task, identifying misconceptions and lack of understanding across group to identify need for whole class feedback or individual intervention</li><li>• <b>High expectations</b> – correct language used, and well-structured answers both verbal and written by students.</li><li>• <b>Answers regularly displayed</b> – Ensures students have regular clarification of their accuracy and can seek feedback, students to mark in green pen and corrections to be completed in green pen to show student reflection.</li><li>• <b>Turn and talk</b>- opportunities given for students to work together and develop longer answers. Sentence starters given to scaffold for students.</li></ul>	<p><u>What does effective questioning and scaffolding look like in Economics?</u></p> <p><u>Questioning</u></p> <ul style="list-style-type: none"><li>• <b>Cold calling</b>- ensure all students engaged with learning. Hands up permitted but teachers actively look to ask others unless question difficulty requires teacher to seek answers from those with hands up whose explanations will support class wide understanding.</li><li>• <b>Probing questions</b> -Give reasoning, why do you say that, how did you arrive at that view?</li><li>• <b>Whiteboard questions</b>- students regularly using mini whiteboards to complete multiple choice, definition and state questions. These used as hinge questions to check if students are ready to move onto new learning.</li><li>• <b>Low stakes quiz</b>- multiple choice and short answer questions given to students to check understanding of previously learned content.</li></ul> <p><u>Scaffolding</u></p> <ul style="list-style-type: none"><li>• <b>Activate prior knowledge</b>- using questioning, or starting with a brain dump</li><li>• <b>Sentence starters</b>- helping students to understand how to answer longer questions</li><li>• <b>Probing questions</b></li></ul>
<p><u>What does great modelling and exposition look like in Economics?</u></p> <p>Follow principles of instruction</p> <p><u>Exposition</u></p> <ul style="list-style-type: none"><li>• <b>Key words</b>- students are taught new definitions.</li><li>• <b>New Knowledge</b>- lead by teacher, giving students information. Linking new content to what was previously learnt and using real life examples to explain/inform the new content.</li></ul>	<p><u>What does retrieval practice look like in Economics?</u></p> <ul style="list-style-type: none"><li>• <b>Retrieval Starter</b>- looking at questions from current and previous unit.</li><li>• <b>Verbal questioning</b>- scaffolded and bounced where required</li><li>• <b>Definition checks</b></li><li>• <b>Homework</b>- watching video's and making notes on previous topics, or on real life examples related to core knowledge</li></ul>

<p><u>Modelling</u></p> <ul style="list-style-type: none"> <li>• <b>Essay questions-</b> students are aware of how to structure essay questions, the teacher shows the planning process while thinking out loud. Students have a structure they can use for all exam questions.</li> <li>• <b>Addressing misconceptions:</b> Teacher addresses misconceptions in topic/ concept.</li> <li>• <b>Scaffolded writing frames (sentence starters)-</b> available to all students to develop skill of extended writing in order to analyse/evaluate e.g. Understanding, Application and analysis. Students regularly see this in starters.</li> </ul>	
<p><b>What will you see in pupils' workbooks?</b></p> <ul style="list-style-type: none"> <li>• <b>Definitions</b></li> <li>• <b>Subject content-</b> written or printed. Summaries of key information/ analogies e.g. as notes taken from PP content</li> <li>• <b>Exam practice-</b> multiple choice, short answer and longer answer questions.</li> <li>• <b>Articles and essays-</b> students have articles printed and write 6/9/15 mark question using the article for context- like section B in the exam.</li> </ul>	<p><b><u>What formative assessment and feedback will you see in Economics?</u></b></p> <ul style="list-style-type: none"> <li>• <b>Verbal feedback-</b> In class verbal questioning during lesson to check understanding of content.</li> <li>• <b>Retrieval-</b> multiple choice, retrieval starter activities. Feedback can be verbal or students correcting answers in exercise books following feedback from teacher.</li> <li>• <b>Exam questions-</b> Answering exam questions in lessons. Feedback -provide sample answers/ share mark schemes for students to improve answers. Teacher will also read targeted students work and provide verbal feedback.</li> <li>• <b>Circulating-</b> around the room so that formative assessment is live and can be reactive to the situation.</li> </ul>
<p><b>What questions are useful to ask the children about their learning to elicit understanding?</b> Questions will elicit substantive knowledge and inference.</p> <p><u>Teacher questions</u></p> <ul style="list-style-type: none"> <li>• How did you go about...?</li> <li>• What does that mean?</li> <li>• Why is that the case?</li> <li>• What factors cause this?</li> <li>• So what? – useful for developing analysis</li> <li>• Then what?</li> </ul> <p><u>Observer questions</u></p> <ul style="list-style-type: none"> <li>• What are you learning and why am I learning about this?</li> <li>• Why do you think it is important to be learning about this?</li> </ul>	<p><b>How do teachers in Economics engage with the subject community?</b></p> <ul style="list-style-type: none"> <li>• AQA website and CPD</li> <li>• Liaise with Economics teachers in other schools (KMA)</li> <li>• Read blogs, articles etc.</li> <li>• Engaging with the local news and events.</li> </ul>

- How does this lesson fit in with the topic?
- What tasks/strategies do you find most useful in Economics to help you understand the subject?
- What does this link to in real life?

### **How is literacy taught in Economics?**

#### **Reading:**

- Students will regularly be directed to news articles to read in lessons and at home
- The High Five method will be used- students will be told which element of the curriculum the article relates to and will be given time to activate prior knowledge. There should not be a lot of new vocabulary related to the subject this should be taught before reading the article
- Students will be familiar with what they are expected to do when reading an economics related article:

#### ***When economists read, they***

- Consider the statistics and data given
- Think about Economic terminology, understanding the terms in the context given.
- Compare what they know in terms of the theory with real world situations
- Consider the causes and effects of events assessing the impact on different groups and consider different perspectives
- Ask questions

#### **Oracy:**

- Give oracy ground rules, explain the expectations.
- Ensure students are answering questions in full sentences.
- Give MWB to plan what students will say in discussions
- Plan group work giving students and students to discuss – assign specific roles to each student.
- Students to build ground rules (think how they would like to be treated when presenting)
- Give example sentence starters for group discussion
  - I think
  - This is because...
  - However (evidence to support this is)
  - Therefore, we think (reinstate the original)

#### **Writing:**

- Students are regularly given opportunities to practice their writing.
- Ensure students know that they must plan their longer answers, they should be able to use bullet point and check that they have a logical chain of reasoning.
- Use sentence signposting in starters and as a scaffold for written tasks.
  - So
  - This means
  - Therefore
- Make students aware of the expectations of academic writing in economics

#### **Academic writing in economics includes:**

1. Economic terminology: key terms used correctly, e.g., inflation, opportunity cost, supply and demand.
2. Data and its Analysis: Interpretation of charts, graphs, or figures to support points. Quotes from the text to support your analysis.
3. Cause and Effect: what's the impact/so what, such as how interest rate changes impact consumer spending.
4. Evaluation: Discuss pros, cons, and limitations of policies or concepts, leading to a reasoned conclusion. Consider the impact on specific groups/the long term/short term.
5. Conciseness: Writing is clear and focused, avoiding unnecessary detail.

**What does meeting the needs of SEND, NTE, emerging readers and PP students look like in Economics?**

- Focus on creating a calm, predictable, and visual-rich environment (dual coding).
- Use clear, concise language, explain key words and include examples.
- Provide thinking time when teaching, and before independent tasks.
- Tasks are scaffolded using sentence starters where appropriate.
- Modelling how to interpret the question and identify the hooks.
- Use AI to identify key words that students may struggle with in an article and embed the definition/explanation into the text.
- Ensure homework is appropriate language is clear.
- Build student confidence, praise answers and support them to develop answers further.
- Modelling how to revise in class.