



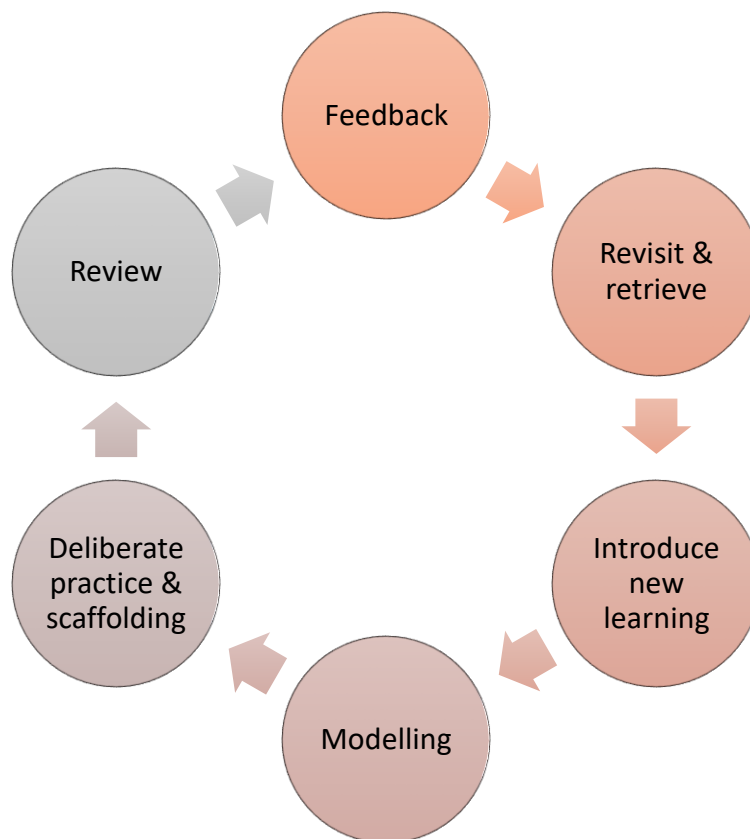
## Rationale

1. The quality of teaching is a key factor in ensuring that children receive a high-quality education and achieve excellent outcomes.
2. Developing teachers' knowledge and skills is essential if we are to improve the life chances of our pupils.
3. Teaching should be underpinned by findings from research about what practices are most effective in securing learning.
4. Teaching is only effective if it leads to pupils knowing more and being able to do more

*If nothing has changed in long-term memory, nothing has been learned*  
Kirschner, Sweller & Clark 2006: 77<sup>1</sup>

## The features of effective teaching practice

There is no one 'best way' to teach, but research evidences that the most effective practitioners teach lessons which include the following elements:



<sup>1</sup> Educational Psychologist 41 (2) 75 – 86  
[https://www.tandfonline.com/doi/epdf/10.1207/s15326985ep4102\\_1?needAccess=true](https://www.tandfonline.com/doi/epdf/10.1207/s15326985ep4102_1?needAccess=true)

## Principles of effective teaching

1. Lessons begin by providing **feedback** on the previous learning. Teachers plan the next learning sequence carefully, considering how to build pupils' understanding gradually towards a *clear end point*.

Teachers should consider *'which words, maths facts, procedures, and concepts need to be automatic and which words, vocabulary or ideas need to be reviewed before the lesson begins'*<sup>2</sup>.

*This means:* **Pupil Feedback Grids** are used at the start of every lesson (both core and foundation) to address any identified misconceptions and ensure children practise precise, fundamental learning which they will need to succeed.

2. Teachers **revisit** and **retrieve** previous learning. Teachers provide regular opportunities for pupils to retrieve knowledge, including sticky knowledge<sup>3</sup>, from their long-term memory. Staff plan for pupils to retrieve learning from last week, month, term or year(s).

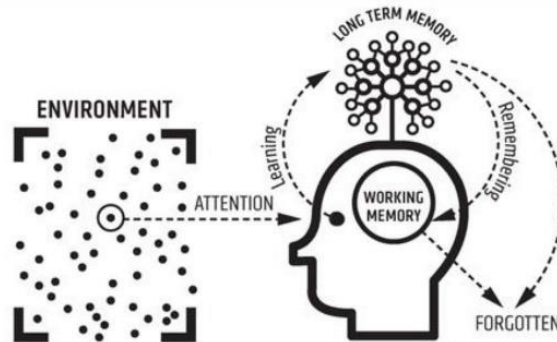


*This means:* Effective teachers use retrieval practice as a learning strategy, not as an assessment tool. This helps all children learn and remember sticky knowledge fluently. Retrieval practice takes place at the start of all lessons.

<sup>2</sup> Principles of Instruction... Barack Rosenshine American Educator Vol. 36, No.1, Spring 2012 12 – 39  
<https://www.aft.org/sites/default/files/Rosenshine.pdf>

<sup>3</sup> Sticky knowledge is effectively essential knowledge that which will stay with us forever. In other words, an alteration has happened to our long-term memory.

3. Teachers explicitly **introduce new learning** carefully to avoid overloading pupils' working memory. This is because working memory is finite (and rather small) so we can only absorb a limited amount of information at once.



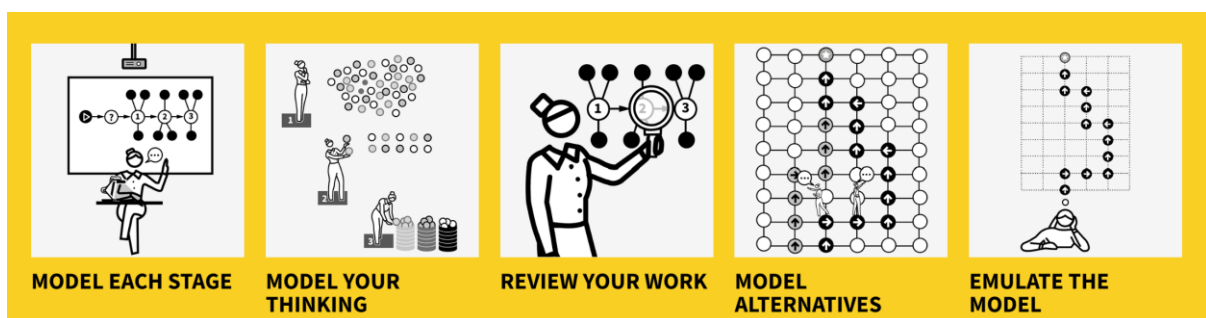
Sherrington, T. (2019) *Rosenshine's principles in action*

*This means:* explicit instruction with planned language. No waffle! All children and all staff learn in calm classrooms with and benefit from settled behaviours and routines. The environment is enabling (with resources accessible) and all unnecessary distractions are removed.

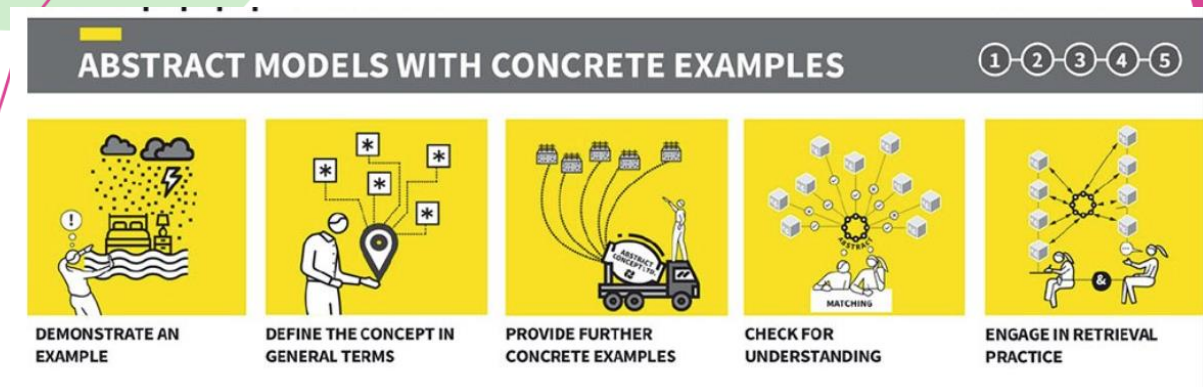
4. Explain and explicitly **model concepts clearly and precisely.**

Effective teachers articulate their thinking using the vocabulary and language which they have considered and planned.

Effective teachers review their modelled work which helps children link prior learning. Superfluous content is discounted.



Where appropriate, abstract concepts will be taught with concrete examples (or resources).

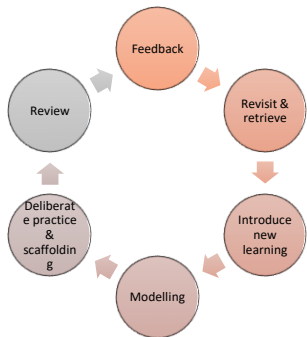


5. Deliberate practice: Provide scaffolding where required so that all pupils can achieve and remove this gradually so that pupils apply their knowledge with increasing levels of independence. This is referred to as I – We... model.

After I – we children then practice applying their knowledge so that it is secured in long term memory.

This means: we're working for our children to become fluent and automatic.



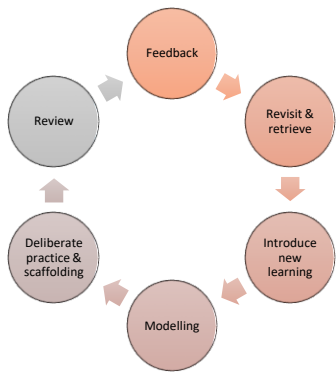


## Highly effective practice in Early Years and Key Stage One

| Teaching   | Progress in learning   |
|--|--|
| Regular observation of teaching practice: diet, delivery and behaviour | Books: expectations, sequence of curriculum, progress across the curriculum over time. |

| Curriculum Diet   |   |   | Teaching Delivery   |  |  | Behaviour   |  |
|---|---|---|---|--|--|---|--|
| Planning  | Assessment  | Opportunities   | Modelling   | Questioning  | Appropriate Assessment   | Settled   | Enabling Environment   |
| <p>Is the lesson/activity based on children's specific learning needs and drawn from our progressive curriculum?</p> <p>Does it promote high expectations for all pupils including who are disadvantaged and SEND?</p> <p>Is the continuous provision accessible to all?</p> <p>Is it purposeful with clear aims, objectives, vocabulary and challenge?</p> | <p>Does learning focus on age specific skills (e.g. pencil grip) and enables children to build on prior knowledge so they can know, experience, remember and do more?</p> | <p>Are there opportunities for the children to enhance, embed and apply their learning?</p> | <p>Have staff modelled the activity using clear, detailed language?</p> <p>Is the children's learning moved forward throughout the lesson? What can they do now that they couldn't do before the lesson/activity?</p> <p>Are children provided with opportunities to practise using the 'I-we-you' model?</p> | <p>Do the adults use questioning to assess and extend children's understanding?</p> <p>Do questions probe, address misconceptions and challenge pupils to think?</p> <p>Are children provided with opportunities to share and explain their thinking, ideas and understanding?</p> | <p>Is feedback timely and age appropriate with precise next steps that enables children to progress? Can progress be seen over time?</p> <p>Do the children know how to use and access the continuous provision and does the provision opportunities to know, experience, remember and do more?</p> <p>Are misconceptions addressed promptly? Has planning been adapted in light of accurate assessment? Are children reviewing prior learning, repeating and building on over time?</p> | <p>Are all children calm, settled and engaged in the lesson/activity?</p> | <p>Is the classroom environment stimulating, safe and enables all children to succeed?</p> <p>Is the classroom organised and enhanced to enable the children to continue their learning independently?</p> |





## Highly effective teaching in Key Stage 2

| Teaching   | Progress in learning   |
|--|--|
| Regular observation of teaching practice: diet, delivery and behaviour | Books: expectations, sequence of curriculum, progress over time. |

| Curriculum<br><i>Diet</i>   |   | Teaching<br><i>Delivery</i>   |  |  | Behaviour  |  |
|---|---|---|--|--|--|--|
| <i>Planning</i>   | <i>Assessment</i>   | <i>Modelling</i>  | <i>Questioning</i>   | <i>Appropriate Assessment</i>  | <i>Settled</i>   | <i>Enabling environment</i>  |
| Lesson content is appropriate to the age group and does not lower expectations. | Context: learning is explicitly set in context so children can build on prior learning to <i>know, experience, remember</i> and <i>do</i> more. | Learning is modelled through clear and detailed instructions, ensuring children have opportunity to practise each of the steps, following the 'I-we-you' model. | Questions are probing and check for misconceptions; they allow for extra challenge and provide a scaffold for success. Children are given the opportunity to offer their thinking, ideas and understanding through repeated questioning and discussion (paired/group/class). | Feedback is timely and appropriate assessment is used purposefully. Assessment identifies the precise next steps for learning and this is shared with the child/group/class. | Children are calm and settled, the classroom environment is conducive to learning and the children's behaviour is appropriate to the task such that they can learn to best effect. | The environment is organised in the best way to enable our all children to learn independently, and resources are clearly and visibly displayed.<br><br>Additional and appropriate resources are available to meet the need of all learners.<br><br>The environment enables and does not hinder. |



## Definitions

**Learning** is defined as the acquisition and application of knowledge held in long term memory. Learning should not be confused with a pupils' 'performance' in a task immediately after being taught new knowledge as this may indicate mimicry, superficial understanding, or a transient grasp of a concept which may fade over time.

**Learning objectives** are *'a short statement about the goal of a lesson, series of lessons or learning task, and what students are expected to learn by engaging in'* Australian Education Research Organisation [[Explain learning objectives | Australian Education Research Organisation \(edresearch.edu.au\)](https://edresearch.edu.au)]

Within the partnership, we articulate these as WALTs (we are learning today).

**Progress** may be viewed as how successfully pupils secure knowledge about the intended curriculum. The curriculum is the 'progression model' and therefore must be carefully sequenced and planned.

**Assessment** is how teachers infer what pupils have, and haven't, learnt so that they can be responsive in their teaching. What do the children know? What should they know?

Assessment is an ongoing and cumulative process and not a one-off event.

**Sticky knowledge** is effectively knowledge that which will stay with us forever. In other words, an alteration has happened to our long-term memory.

We could divide sticky knowledge into two main parts. Firstly, important facts and vocabulary that will remain with us forever and, secondly, knowledge that individuals need to learn as part of the national curriculum.