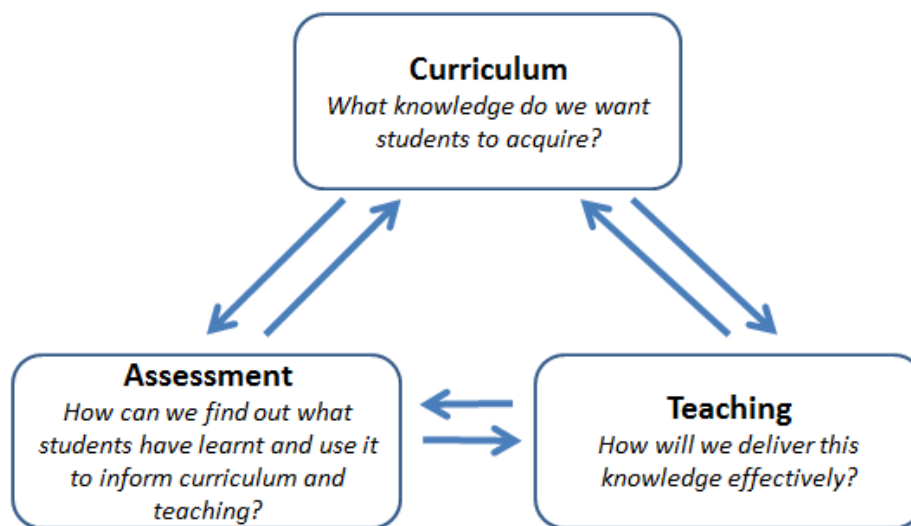


Curriculum, Teaching and Assessment Policy

| | |
|----------------------------|-----------|
| Board Approved Date | July 2025 |
| Version | 1.1 |
| Author Initials | SLW |
| Review Date | July 2026 |

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.





1. Purpose

We educate children so they can lead great lives.

This curriculum, teaching and assessment policy is central to ESW's core purpose. It advances our core values:

- Opportunity, without bias or prejudice
- Community, inclusive, challenging and supportive
- Character, developing the right mind-set and attitude to succeed
- Achievement, recognising and celebrating; expect the best

2. Objectives

High quality teaching and diagnostic assessment enables all children to access the breadth of the curriculum. The curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all children:

- Develop transformational knowledge and skills that take them beyond their experience.
- Strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary.
- Shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.
- Achieve outcomes that show well-above average progress, whatever their starting points.

3. What do we mean by curriculum?

'Curriculum' is a word describing all that takes place in school, formal and informal, which children experience. "The curriculum- taught and untaught - represents the totality of the experience of the child within schooling" (Myatt 2018).

As a Trust, we are committed to providing a world class curriculum to all children whereby Trust and school leaders design a curriculum based on the National Curriculum entitlement as a minimum with further taught and un-taught elements that extend provision. In most subjects a Curriculum Design Lead is responsible for leading the

collaborative development of a common curriculum, which is implemented in all schools and exemplifies the Trust aims.

We recognise that there are differences in the contexts of our schools and the communities they serve and our philosophy is that the curriculum is centrally planned and locally tailored to meet school needs. Trust curriculum leads are committed to sharing expertise and harnessing talent from within and beyond the Trust to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

The un-taught curriculum

Our un-taught curriculum supports our Trust values by:

- Developing children's spiritual, moral, social and cultural (SMSC) knowledge and understanding, supporting children to navigate the social landscape and therefore know how to make a positive contribution to society.
- Supporting children's mental and physical health.
- Putting children's emotional development at the heart of our work. Sporting and creative pursuits enhance our taught curriculum to develop individual talent.
- Securing equality of opportunity between people who share a protected characteristic and people who do not have it.
- Specific character development through our 11 by 11 programme.

4. Supporting Documents

The policy is supported by the following appendices:

- Appendix 1: Curriculum Design Process
This provides an outline of the process followed for curriculum planning and design
- Appendix 2: ESW Pedagogical Principles Version 4.1
This provides further detail and exemplification on curriculum, teaching and assessment by setting out precise pedagogies to be used in the classroom and aligns with the Trust coaching model.
- Appendix 3: Assessment Strategies in ESW.
This document outlines the range of assessment protocols that teachers employ.

| CURRICULUM |
|--|
| Principles of the ESW Curriculum |
| <p>The ESW Curriculum aspires to be:</p> <ul style="list-style-type: none"> • Evidence-informed • Challenging • Supported by effective diagnostic assessment • Sequenced so as to help children build schemas • Taught to be remembered • Supported by systematic literacy instruction • Designed to develop children’s metacognitive knowledge and behaviours • Supported by evidence-informed professional development |
| How do we achieve this? |
| <p>Curriculum leaders collate and map the key concepts of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time. Each subject has a long-term map that explicitly identifies and sequences the core knowledge and concepts that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall. Leaders’ understanding of the interplay of knowledge types will inform the sequence of the curriculum.</p> <p>The curriculum will contain:</p> <ul style="list-style-type: none"> • regular retrieval and spaced practice to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy which are fundamental to all learning. • identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge for each cycle/unit of work. • explicit strategies to support children in self-regulating their learning and developing metacognitive skills. • home learning that is explicitly planned into the curriculum and is consistently set to support children in practicing, embedding or extending their knowledge. • key curriculum documents that are made available to all stakeholders. <p>Cross-trust subject leader groups collaborate regularly to improve the design and sequencing of their subject curriculum. They also collaborate to share best practice in subject pedagogy. Appendix 1: Curriculum Design Process supports this.</p> <p>In secondary schools the school year is divided into three teaching cycles, that help to structure and align the teaching and assessment and to ensure that ongoing curriculum review in response to feedback is embedded.</p> |
| Curriculum Leadership |
| <p>Curriculum is the responsibility of all teaching staff. Teachers are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by Subject leaders to understand the sequencing and reasoning behind their curriculum.</p> <p>Curriculum Design Leaders (CDL) are responsible for providing a strategic lead and direction for their subject curriculum with oversight of the planning and common resourcing of the common curriculum across the Trust, as well as ensuring that all subject leaders have a voice and input into curriculum development. They work closely with the Directors of Curriculum Quality and Innovation (DCQI), a team of senior leaders who set and monitor the strategic direction of curriculum development for the Trust.</p> |

Monitoring & Evaluation

- Common curriculum is systematically reviewed and evaluated by CDLs and DCQI with all teachers feeding into curriculum development.
- SLT curriculum leaders are responsible for the monitoring and evaluation of the curriculum at school level.
- The peer review process is used to identify areas of strength and areas for development for specific curriculum areas.

| TEACHING |
|--|
| Objectives |
| To teach the content of the curriculum in a way that inspires and challenges all students to know more, know how to do more and remember more. |
| Guiding principles for expert teaching |
| <p>Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves:</p> <ul style="list-style-type: none"> • Positive classroom climates and relationships <i>secure the attention of students</i> • Planning for challenge <i>to encourage students to work and think hard</i> • Explanation and modelling <i>are optimised to manage cognitive load</i> • Deliberate practice <i>consolidates learning and develops long term memory</i> • Assessment and feedback <i>is used to check understanding, diagnose misconceptions and feedback to pupils</i> |
| How do we achieve this? |
| <p>The common curriculum details the transformational knowledge and common teaching sequence. Where centrally planned resources are provided, teachers are expected to adapt these in order to meet the needs of their children.</p> <p>The ESW Pedagogical Principles (Appendix 2) outline evidence informed strategies to maximise learning potential. The Pedagogical Principles are a set of core teaching strategies that support all teachers to deliver effective lessons. Whilst teachers are expected to use these strategies in order to develop a consistent approach for children, it is recognised that there is room for creativity and flair to enhance curriculum delivery.</p> <p>The Pedagogical Principles describes the Ordinarily Available Inclusive Provision (OAIP) for all children. Alongside this the OAIP framework provides specific strategies to support individual children with SEND.</p> <p>Continuing professional development in schools provides targeted support in these areas according to need and the ESW Pedagogical Principles provides a platform for bespoke instructional coaching for every teacher.</p> |
| Monitoring & Evaluation |
| <ul style="list-style-type: none"> • School quality assurance processes, involving a combination of lesson observations, work sampling, parent and child voice, exam and assessment outcomes. • Instructional coaching with action steps aligned to the Pedagogical Principles. • Peer review process. |

| ASSESSMENT |
|---|
| Objectives |
| To identify gaps and misconceptions in children’s learning and support them to close gaps. Teachers systematically adapt and improve the curriculum and lessons in light of assessment information. |
| Underlying Principles |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Is always formative in nature, unless it is an externally set terminal exam. • Regular granular assessment of student understanding occurs in every lesson. • Utilises frequent, low stakes quizzing and retrieval practice to support the cumulative mastery of the curriculum. • Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected. • Is subject specific and carried out with consistency by all teaching staff in the department. • Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum. |
| How do we achieve this? |
| <ul style="list-style-type: none"> • Assessment is structured though consistent, standardised mid-cycle and end of cycle assessments as well as the ongoing granular assessment in lessons. • Regular assessment of tier 2 and 3 vocabulary through low-stakes quizzing through the Do It Now. • Teachers respond to assessment with individual and whole-class feedback. • Assessment is used to improve retention of knowledge. • Granular assessment happens regularly in the classroom though teacher questioning, hinge questions, live marking, discussion and peer feedback. • Assessment rationales allow for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent. • Appendix 3 outlines the different types of assessment that are present in curriculum documentation and enacted within the curriculum. |
| Monitoring & Evaluation |
| <ul style="list-style-type: none"> • Subject assessment rationales are reviewed by school leaders. • Assessments are regularly evaluated by subject and school leaders, within and across ESW schools to review reliability, validity and consistency. • Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future. |

Curriculum Design Key Processes

The following steps outline the process, in sequential order, for curriculum design.

The concepts within this document are defined in the pedagogical principles document.

Overall Curriculum Maps

1. Define the key concepts that underpin the curriculum, informed by OFSTED research and the National Curriculum.
2. Define subject specific approach to sequencing model – hierarchy, thematic, topic areas
3. Planned sequencing of concepts/key content (transformational knowledge) over the 3/5/7 years – clear rationale for what, where, when and why
4. Define assessment rationale within the subject: granular in lesson; mid cycle; knowledge assessment; end of cycle

Scheme of Learning Document

5. Narrative, context and agreed knowledge for each cycle/unit – where does it fit within overall schema?
6. Core knowledge is defined and collated – in many cases this will be the knowledge organiser
7. Define and agree Learning Outcomes (precise, explicit and taking into account prior knowledge) for each cycle/topic/unit
8. Learning outcomes are allocated to lessons.
9. For each lesson, learning outcomes are chunked down into Progression Steps that define the logical sequencing of knowledge within the lesson

Assessment

10. An assessment rationale is created to define the purpose and scope of mid and end cycle assessments. This should ensure that core knowledge defined in the Knowledge Organiser and Scheme of Learning is tested as well as core knowledge from previous units.
11. Mid cycle assessment points are defined (purpose and form), written and added to Scheme of Learning
12. End of cycle assessments are written first to set the rigour and challenge but are reviewed regularly to ensure that they do not assess what has not been taught.

Collaborative Area

13. Plan and resource individual lessons to meet defined Learning Outcomes and Progression Steps.

Review

14. Time is planned to review curriculum overviews, schemes of learning and lesson level resources in light of teacher feedback and assessment inferences.

Long term planning

15. Review how different subjects support each other (content/knowledge) to enhance schema development and recall

Pedagogical Principles

Version 4.0

2025/26

| Version | Date |
|---------|---------|
| 2 | 4/7/23 |
| 3 | 2/7/24 |
| 4 | 10/6/25 |

Pedagogical Principles in Practice – Contents and Self-audit

| Contents | area of strength in my practice | priority in my practice | priority in my subject |
|---|---------------------------------|-------------------------|------------------------|
| Positive classroom climates and relationships | | | |
| 1.1.1 Plan the seating so that the needs of all pupils are considered | | | |
| 1.1.2 Use flexible groupings | | | |
| 1.1.3 Introduce the seating plan to pupils efficiently to avoid disruption | | | |
| 1.1.4 Maintain a classroom environment that pupils value | | | |
| 1.2.1 Communicate clear classroom expectations | | | |
| 1.2.2 Rehearse the routine with the class | | | |
| 1.2.3 Set clear classroom entry expectations | | | |
| 1.2.4 Visibly monitor pupil entry to the classroom | | | |
| 1.2.5 Use a DIN routine to enable an efficient start to the lesson | | | |
| 1.2.6 Manage classroom exit by thresholding | | | |
| 1.2.7 Insist on 100% compliance with expectations | | | |
| 1.2.8 Front load instructions to manage movement or transitions | | | |
| 1.2.9 Use teacher radar to monitor the classroom from a vantage point | | | |
| 1.2.10 Manage transitions effectively within lessons | | | |
| 1.3.1 Use a clear signal to secure pupils' attention | | | |
| 1.3.2 Insist on 100% attention before giving instructions | | | |
| 1.3.3 Give observable instructions to secure attention | | | |
| 1.3.4 Adopt a pose of confidence and authority | | | |
| 1.3.5 Encourage pupils to adopt a posture of attention (STAR/SLANT) | | | |
| 1.4.1 Give anonymous public corrections | | | |
| 1.4.2 Use the board for public praise | | | |
| 1.4.3 Narrate hard work and effort | | | |
| 1.4.4 Use the least invasive approach to correct pupil behaviour | | | |
| 1.4.5 Correct pupil behaviour using positive framing | | | |
| 1.4.6 Describe what they are doing incorrectly and direct them to more productive behaviour | | | |
| 1.4.7 Connect and reset relationship with pupils outside of the class | | | |
| 1.4.8 Use whole class reset to stop the class whenever they lose focus | | | |
| 1.4.9 Use the behaviour policy to issue consequences clearly | | | |
| Planning for Challenge | | | |
| 2.1.1 Use a precise Learning Outcome that defines what all pupils will learn to be able to do during the lesson | | | |
| 2.1.2 Use Progression Steps to break down and sequence how the pupils will meet the learning outcome during the lesson. | | | |
| 2.4.9 Use class data to inform planning and lesson adaptation | | | |
| 2.2.1 Adapt centrally planned resources to meet the needs of the pupils | | | |
| 2.2.2 Plan to provide scaffolding to enable all pupils to reach the learning outcome | | | |
| 2.2.3 Use repeated task structures that are familiar to pupils | | | |
| 2.2.4 Remove redundant information from lesson tasks/activities | | | |
| 2.2.5 Plan lesson and activity timings | | | |
| 2.2.6 Plan and script transitions between activities | | | |
| 2.2.7 Plan to provide specific task requirements | | | |
| 2.2.8 Do the task yourself | | | |
| 2.2.9 Set centrally planned homework tasks that support the curriculum outcomes | | | |
| 2.2.10 Plan for spaced practice to help pupils build long term memory | | | |
| 2.3.1 Select unfamiliar vocabulary that requires explicit instruction | | | |
| 2.3.2 Explain the meaning of unfamiliar vocabulary using an appropriate method | | | |
| 2.3.3 Explore the origin, meanings and usage of the vocabulary | | | |
| 2.3.3 Consolidate knowledge of the vocabulary by planning for active and repetitive practice | | | |
| 2.4.1 Plan and share the writing goal so that pupils understand the purpose of writing. | | | |
| 2.4.2 Scaffold the writing process by using a flexible writing cycle. | | | |
| 2.4.3 Plan to provide word-level, sentence-level and text-level support whilst pupils are writing. | | | |
| 2.4.4 Improve motivation, idea generation and feedback by using collaborative writing approaches | | | |
| 2.4.5 Plan to provide appropriate spelling, punctuation and grammar instruction | | | |
| 2.5.1 Proactively address misconceptions | | | |
| 2.5.2 Plan verbal questions that will expose common misconceptions, errors and probe thinking | | | |
| 2.5.3 Create and annotate an exemplar | | | |
| Explanation and modelling | | | |
| 3.1.1 Activate prior knowledge needed to access new content | | | |
| 3.1.2 Explain the value of new learning and highlight links to prior learning | | | |
| 3.1.3 Script explanations to ensure they are clear and concise | | | |
| 3.1.4 Make explanations memorable | | | |
| 3.1.5 Embrace rigorous content and academic challenge without apology | | | |
| 3.1.6 Use examples/non-examples to support the explanation and help make abstract concepts concrete | | | |
| 3.1.7 Consider the cognitive load for novices when planning your explanation | | | |
| 3.1.8 Repeat target vocabulary during the explanation to ensure pupils have understood pronunciation and context | | | |

| | | | |
|--|--|--|--|
| 3.1.9 Deliver explanations in an engaging way | | | |
| 3.1.10 Assess the success of your explanation to ensure that pupils understand before moving on | | | |
| 3.2.1 Model to pupils the steps involved to complete a task | | | |
| 3.2.2 Model the metacognitive thinking required to complete a complex task | | | |
| 3.2.3 Model your thinking process when writing | | | |
| 3.2.4 Use live modelling to show pupils using a visualiser or computer camera | | | |
| 3.3.1 Use My Turn to model the best approach to the task when introducing for the first time | | | |
| 3.3.2 Use Our Turn to engage pupils in co-construction of the model | | | |
| 3.3.3 Use Your Turn to allow pupils to complete the task independently | | | |
| 3.4.1 Share the reading goal | | | |
| 3.4.2 Read texts aloud to pupils | | | |
| 3.4.3 Activate/provide the background knowledge required to access a text | | | |
| 3.4.4 Model and prompt text comprehension whilst reading | | | |
| 3.4.5 Use echo reading to build fluency in reading | | | |
| 3.4.6 Use choral reading to build fluency in reading | | | |
| 3.4.7 Use Control the Game to make all pupils accountable for reading and following the text | | | |
| 3.4.8 Use accountable independent reading to build confidence in comprehension | | | |
| 3.4.9 Integrate writing and reading instruction | | | |
| 3.5.1 Use I say, you say to rehearse key vocabulary during an explanation | | | |
| 3.5.2 Use choral response to obtain whole class responses to short questions during explanations | | | |
| 3.5.3 Use Partner Practice to allow pupils to rehearse the answers to questions before responding to teacher questioning | | | |
| Deliberate practice | | | |
| 4.1.1 Plan opportunities for pupils to practise the application of new learning | | | |
| 4.1.2 Use Self Explanation to provide pupils with opportunities to articulate their understanding of new learning. | | | |
| 4.2.1 Work the clock to allocate clear time goals to independent tasks | | | |
| 4.2.2 Plan for periods of silent deliberate practice | | | |
| 4.2.3 Use the 3:30:30 approach to ensure that pupils start a task promptly and build independence | | | |
| 4.2.4 Use circulation to ensure pupils are focused and on task | | | |
| 4.2.5 Build stamina in writing | | | |
| 4.3.1 Start every lesson with a review of prior learning, implemented through a Do It Now taken from the core knowledge. | | | |
| 4.3.2 Set and establish a clear Do It Now routine | | | |
| 4.3.3 Provide support or scaffolds for pupils who are struggling | | | |
| 4.3.4 Use regular retrieval quizzing to help pupils to build long term memories of their learning | | | |
| 4.4.1 Structure pupil talk | | | |
| 4.4.2 Ensure that pupils have the knowledge to engage in pupil talk | | | |
| 4.4.3 Use talk to develop pupils' interpersonal skills | | | |
| 4.4.4 Improve the quality of pupil talk by encouraging pupils to develop responses | | | |
| 4.4.5 Ensure talk is monitored and inclusive | | | |
| Assessment and Feedback | | | |
| 5.1.1 Check understanding not the pupils' perception of their understanding | | | |
| 5.1.2 Use Show Me to obtain information/feedback from all pupils simultaneously | | | |
| 5.1.3 Use hinge questions to diagnose understanding and misconceptions at key points in the lesson before moving on | | | |
| 5.1.4 Use Cold Call to ensure that all pupils are ready to respond to questions in class | | | |
| 5.1.5 Use Warm Call to build confidence | | | |
| 5.1.6 Use No Opt Out to support all pupils to engage with and answer questions in class | | | |
| 5.1.7 Avoid rounding up pupil answers in verbal questioning | | | |
| 5.1.8 Add challenge during questioning | | | |
| 5.1.9 Add scaffolds during questioning | | | |
| 5.1.10 Use Right is Right to maintain the expectation for high quality answers | | | |
| 5.1.11 Use Partner Talk to encourage pupils to better formulate their thoughts using short, paired discussions. | | | |
| 5.1.12 Instruct pupils to answer questions coherently using SHAPE | | | |
| 5.1.13 Use 'heads down' to get quick whole class responses to multiple choice questions | | | |
| 5.2.1 Provide high quality feedback | | | |
| 5.2.2 Normalise sharing of pupil work | | | |
| 5.2.3 Normalise pupil errors, mistakes and misconceptions | | | |
| 5.2.4 Use Show Call to display pupil's written work to the class using a visualiser/computer camera. | | | |
| 5.2.5 Plan opportunities for feedback | | | |
| 5.2.6 Provide feedback that improves writing, including peer feedback | | | |
| 5.3.1 Use teacher circulation effectively to gather information during deliberate practice | | | |
| 5.3.2 Use circulation to give feedback while pupils are working independently | | | |
| 5.3.3 Use live marking while circulating to give individual feedback | | | |
| 5.3.4 Give whole class feedback based on data gathered during circulation | | | |
| 5.4.1 Use low stakes quizzing to regularly check understanding and recall of prior knowledge | | | |
| 5.4.2 End the learning episode with a review of key knowledge | | | |
| 5.4.3 Use Exit Tickets to check understanding at the end of the lesson | | | |

Introduction

This document outlines the agreed Pedagogical Principles that underpin expert teaching as defined in the ESW *Curriculum, Teaching and Assessment Policy*.

Each section has an introduction that provides a brief summary followed by the domain and goals as they are set up in Steplab. This document provides the success criteria that should be aimed for if the techniques are being executed effectively. There is more information about all of these techniques in Steplab, where the library will be periodically updated. The additional information including research evidence and, increasingly, videos of model practice seen in ESW schools can be found by clicking on the 'Explore this Step' button in Steplab. It is not expected that every lesson should contain every element outlined below and this document is by no means intended as a checklist for lesson planning.

Rationale

- To outline pedagogical principles which translate to a shared vision of what expert teaching looks like.
- To provide teachers with a framework with which to evaluate their own teaching.
- To provide a framework for coaches to support conversations regarding action steps.
- To reduce workload across the trust by using a common language.

New in this version

1. **Improved support for literacy;** This version of the Pedagogical Principles includes evidence informed steps to support the classroom delivery of vocabulary instruction and reading in the curriculum.
2. **Greater support for whole class engagement;** This version includes steps including 'I say, you say' and 'Partner practice' designed to ensure that all students are engaged in teacher explanations.
3. **Continued Steplab alignment;** This document is designed to work well with Steplab as our tool for coaching.
4. **Ordinarily Available Inclusive Provision (OAIP);** This document outlines the OAIP entitlement of pupils.
- 5.

5 Guiding Principles for expert teaching in ESW:

1. **Positive classroom climate and relationships** – secure attention and ensure that the climate for learning remains positive (Steplab domain - Behaviour)
2. **Planning for Challenge** – ensuring that pupils are encouraged to work hard and think hard (Steplab domain – Curriculum)
3. **Explanation and modelling** – optimising communication to manage cognitive load (Steplab domain – Communication)
4. **Deliberate practice** - consolidating learning and developing long-term memory (Steplab domain – Cognition)
5. **Assessment and Feedback** – questioning and assessment strategies to check understanding, diagnose misconceptions and feedback to pupils (Steplab domain – Assessment)

References/Further reading

Positive classroom climates and relationships

1. Department for Education (DFE), corp creator. (2017) *Creating a Culture: How school leaders can optimise behaviour*

Planning for challenge

1. Willingham, 2009 - *Why Don't Pupils Like School*
2. Sweller, 1988 *Cognitive load during problem solving: Effects on learning*

Explanation and Modelling

1. Rosenshine (2012): *Ten Principles of Instruction*
2. EEF SEN in Mainstream Schools guidance report (2021)
3. Allison and Tharby (2015): *Making Every Lesson Count*
4. Kirschner et al. (2006): *Why Minimal Guidance During Instruction Does Not Work: An analysis of the failure of Constructivist, Discovery, Problem-based, Experiential and Inquiry-Based teaching.*
5. Hattie (2009): *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.*
6. Atkinson, R., Derry, S., Renkl, A. and Wortham, D., 2000. *Learning from Examples: Instructional Principles from the Worked Examples Research. Review of Educational Research, 70(2), pp.181-214.*
7. EEF Metacognition and Self-Regulated Learning guidance report
8. EEF Improving Literacy in Secondary Schools guidance report
9. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

Deliberate practice

1. Didau and Rose (2016) *What every teacher needs to know about ... psychology.*
2. Ericsson (2008) *Deliberate practice and acquisition of expert performance: a general overview*
3. Lemov et al. (2012) *Practice Perfect*
4. Rosenshine, B. (2010) *Principles of Instruction, International Academy of Education, Educational Practices, series 21.*
5. Weinstein, Y., Sumeracki, M. and Caviglioli, O., 2018, *Understanding how we learn.*

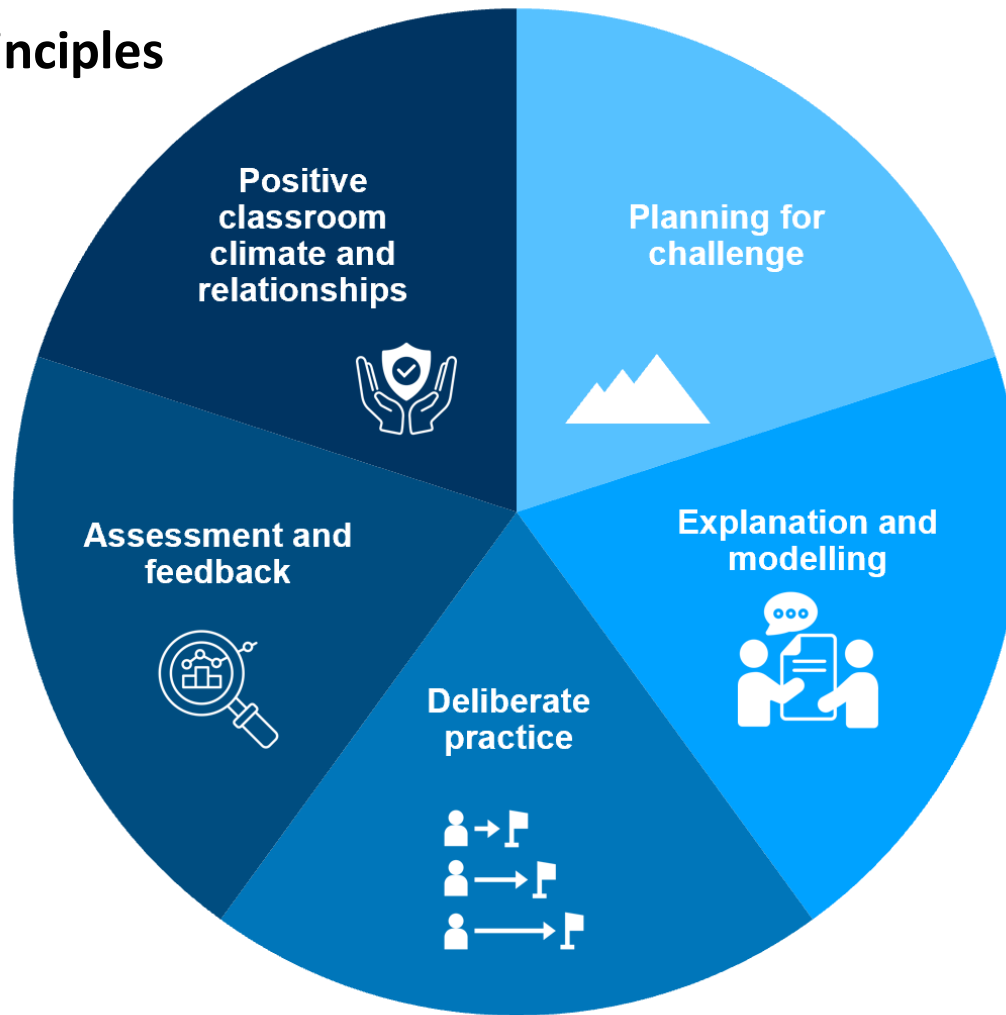
Assessment and feedback

1. EEF Teaching and Learning Toolkit
2. EEF Teacher Feedback to Improve Pupil Learning guidance report

ESW Pedagogical Principles

- 1.1** Create a safe and ambitious environment for learning
- 1.2** Establish classroom routines to ensure expectations are clear
- 1.3** Secure pupil attention
- 1.4** Positively reinforce classroom expectations and manage the classroom when pupils do not meet expectations

- 5.1** Use effective questioning techniques to check understanding at a granular level
- 5.2** Build a culture of feedback
- 5.3** Gather information from pupils in a live environment to inform next steps
- 5.4** Regularly check understanding of previously learned content



- 4.1** Plan opportunities for pupils to practise new learning and drive thought to consolidate understanding
- 4.2** Maintain a focused classroom environment during deliberate practice
- 4.3** Use retrieval practice to develop long term memory
- 4.4** Develop Oracy by giving pupils opportunities to engage in talk

- 2.1** Begin lesson planning by focusing on the desired learning outcomes
- 2.2** Plan clear tasks and resources to support the learning outcome
- 2.3** Improve literacy by planning to explicitly teach unfamiliar vocabulary using the SEEC Framework
- 2.4** Improve literacy by planning to support pupils' writing
- 2.5** Anticipate the barriers that pupils may face in the lesson and plan to address them in advance

- 3.1** Optimise communication during explanation
- 3.2** Use models to show pupils how to do something
- 3.3** Use the my turn, our turn, your turn approach to guide pupils through a complex task or new content
- 3.4** Improve literacy by supporting pupils to read complex academic texts
- 3.5** Ensure a high level of active pupil participation during explanation and modelling

1. Positive classroom climates and relationships

Introduction

Well established routines are the building blocks of classroom climate and school culture. They help to promote positive behaviour in lessons and ensure that pupils have a consistent experience across the school with all teachers.

“Any behaviour that should be performed identically, most or all of the time, should be made into a routine, for example, which corridor side to walk down, how to queue for lunch.” Bennett, Tom, Department for Education (DFE), corp creator. (2017) *Creating a Culture: How school leaders can optimise behaviour*.

| | | | |
|---|---|--|--|
| 1. Positive classroom climate and relationships | 1.1 Create a safe and ambitious environment for learning | 1.1.1 Plan the seating so that the needs of all pupils are considered | <ul style="list-style-type: none">• Use SEND information and gap group data to inform the seating plan.• Annotate the seating plan with techniques and strategies that you find most effective to support the learning of individuals.• Seat pupils that need regular support or checking in close to you or within easy access.• Seating plans/groupings are informed by assessment information and are changed in relation to the needs of the pupils. |
| | | 1.1.2 Use flexible groupings | <ul style="list-style-type: none">• Allocate groups temporarily, based on current level of mastery. E.g. A group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.• Adjust the groups regularly to account for progress made. |
| | | 1.1.3 Introduce the seating plan to pupils efficiently to avoid disruption | <ul style="list-style-type: none">• Consider the best time to introduce a new seating plan (start or end of lesson).• Layout the seating plan from the pupils’ perspective with the board at the top of the page/screen.• Create a short introductory script to explain to pupils the value and importance of the seating plan.• Decide how you will place each pupil in the correct seat to minimise disruption. |
| | | 1.1.4 Maintain a classroom environment that pupils value | <ul style="list-style-type: none">• Keep classrooms tidy and clear of clutter.• Remove/reduce distractions that take pupil attention away from the desired input.• If displays are present, ensure that they are relevant and of high quality. |
| | 1.2 Establish classroom routines to ensure expectations are clear | 1.2.1 Communicate clear classroom expectations | <ul style="list-style-type: none">• Describe expectations – say exactly what you want to see from pupils after the silent signal.• Be transparent, explain that each expectation is linked to a learning benefit. E.g. “we should all be writing so that we maximise our learning time”.• Frame expectations positively – explain what pupils should be doing, not what they should not.• Pause teacher talk while pupils follow directions. |
| | | 1.2.2 Rehearse the routine with the class | <ul style="list-style-type: none">• Have clarity around the routine you will introduce.• Walkthrough the routine. The first time you introduce a routine, teach it explicitly and walk through it. Treat it like a rehearsal.• Teach the signals so that pupils know when to enact the routine.• Make the routine, routine. Stick to the details so that they become automatic and do not require enforcement.• Refresh or reboot the routine to reset expectations when needed. |

| | | | |
|--|--|---|---|
| | | 1.2.3 Set clear classroom entry expectations | <ul style="list-style-type: none"> • Explicitly outline the expectations for entering the classroom to pupils. • (if appropriate) Line pupils up in single file in the designated place and ask them to wait quietly. • Rehearse the routine. |
| | | 1.2.4 Visibly monitor pupil entry to the classroom | <ul style="list-style-type: none"> • Stand on the threshold so that you can see both inside and outside. • Exaggeratedly observe both the inside and outside of the classroom as pupils enter. • Greet pupils warmly at the threshold of the classroom. • Check uniform on entry. • Direct pupils to their seat (seating plan), get out equipment and put bag / coat in agreed area. • Repeat thresholding routine for pupils who are not meeting expectations. |
| | | 1.2.5 Use a DIN routine to enable an efficient start to the lesson | <ul style="list-style-type: none"> • Once seated, pupils immediately begin the Do It Now. • Pupils answer the DIN questions in silence until the teacher shares the answers. • During the DIN pupils respond politely to the register. • For details on planning and running the DIN see section on Deliberate Practice. |
| | | 1.2.6 Manage classroom exit by thresholding | <ul style="list-style-type: none"> • Pupils pack away silently when directed by the teacher. • Explicitly outline the expectations for entering the classroom to pupils. • Collect the books/work in an agreed manner. • Pupils stand behind desks. • Stand at the threshold and dismiss pupils individually or by row. • Check pupil uniform is correct before/as they leave. • Pupils walk out following teacher instructions and move straight to the next lesson/break. • Repeat the routine for pupils who do not meet expectations. |
| | | 1.2.7 Insist on 100% compliance with expectations | <ul style="list-style-type: none"> • Insist early – closely monitor pupil behaviour directly after you have communicated new expectations. • Give pupils take up time. Give 15-20 seconds after issuing a behaviour correction. • Check for compliance and thank them. • Use partial agreement if a pupil argues – “even if that is true....in this classroom....”. • Pause teacher talk while pupils follow directions. • Sustain your expectations over time without lowering them. • Provide reasonable adjustments for pupils based on need. |
| | | 1.2.8 Front load instructions to manage movement or transitions | <ul style="list-style-type: none"> • Tell pupils how to respond, before telling them what to respond to. E.g. “when I say go, and not before, move quietly from the floor to your desk, go!”. • Give a clear signal to start. • Don’t allow false starts. • Pause teacher talk while pupils follow directions. |
| | | 1.2.9 Use teacher radar to monitor the classroom from a vantage point | <ul style="list-style-type: none"> • Position yourself in the corner of the room to get the best angle of view over the whole class. • Stand still and use body language that makes it clear you are watching. • Stop regularly to be seen looking, checking and scanning the class (identify pupils who are complying with expectations and pupils who need support doing so). |
| | | 1.2.10 Manage transitions | <ul style="list-style-type: none"> • Use routines to manage transitions between activities • Teach pupils the routine, e.g. Stand behind chairs, get equipment out on desk, blazers on chairs, sit down. |

| | | | |
|--|------------------------------------|---|--|
| | | effectively within lessons | <ul style="list-style-type: none"> Give verbal cues e.g. 3 – put pens down, 2 – nothing in hands, 1 – sitting in silence |
| | 1.3 Secure pupil attention | 1.3.1 Use a clear signal to secure pupils' attention | <ul style="list-style-type: none"> Choose a clear signal to indicate that you wish pupils to focus their attention on you. For example, a raised hand, 3-2-1, two sharp claps. Rehearse the signal with the class. Practise the process of stopping an activity using the signal so that it is clear what the signal is and what you want them to do. Give the signal when needed ensuring you stand facing the class, scanning the room and making eye contact with pupils. |
| | | 1.3.2 Insist on 100% attention before giving instructions | <ul style="list-style-type: none"> Address every pupil and turn to every section of the room as you give instructions. Pause to give the pupils time to react. Wait without speaking to allow the transition to happen naturally. Once ready, affirm their response with a "thank you". Insist – before moving on you must be sure that everyone has given the agreed response to the signal. If you allow even one pupil to continue to talk you undermine the strength of the routine. If you can't get a 100% response, use reminders such as "John, I need you listening, thank you". Use 'self-interrupt' to stop mid flow and insist on 100% focus from pupils before continuing. You may need to follow up with the behaviour policy if needed. |
| | | 1.3.3 Give observable instructions to secure attention | <ul style="list-style-type: none"> Make the criteria of observable cooperation clear. E.g. "All pens down". Make it memorable by creating an acronym, rhyme or simple checklist to make the characteristics of observable behaviour clear. Refer to it regularly to help pupils make it a habit. |
| | | 1.3.4 Adopt a pose of confidence and authority | <ul style="list-style-type: none"> Adopt a confident posture – stand up straight, with shoulders back and hands resting by your sides. Use an assured, confident tone of voice. Exaggeratedly scan the room to make eye contact with pupils and ensure that 100% of pupils are listening. Be calm and in control, not frantic or rushed. |
| | | 1.3.5 Encourage pupils to adopt a posture of attention (STAR/SLANT) | <ul style="list-style-type: none"> Encourage pupils to adopt a posture of attention with observable characteristics like empty hands and eyes forward that demonstrates they are paying attention. Use the STAR acronym to teach pupils how to sit: <ul style="list-style-type: none"> Sit up Track the speaker Ask and answer questions Respect others Use the SLANT acronym to teach pupils how to sit: <ul style="list-style-type: none"> Sit up Listen Arms folded Nothing in hands Track the teacher |
| | 1.4 Positively reinforce classroom | 1.4.1 Give anonymous public corrections | <ul style="list-style-type: none"> Use quick anonymous public corrections to prevent escalating behaviour issues. Watch for compliance. Acknowledge when pupils meet expectations. |

| | | | |
|--|--|---|--|
| | expectations and manage the classroom when pupils do not meet expectations | | <ul style="list-style-type: none"> • Give non-verbal signals that are immediately clear. • Give time for pupils to become compliant. • Remind pupils of the social norms e.g. "I have 90% of pupils following this instruction..." |
| | | 1.4.2 Use the board for public praise | <ul style="list-style-type: none"> • Narrate the links between your classroom and the school reward systems. • Use a public, positive tick board to encourage pupils to stay on task and to make an effort during independent practice. "Ade's pen hasn't stopped moving once [tick]. Can't wait to read his work." • Scan: at the beginning of every task stand silently, scanning the room whilst ticking the names of pupils on task. • Be deliberate: follow a clear method for ticking the board. Names should be listed in columns to match the seating plan. • Be consistent: use the same positive tick board for each lesson. Refer to it during the lesson when pupils are on task and at the end. • Be authentic: You don't need to overpraise whilst using the tick board; the majority of the time the teacher is silent. |
| | | 1.4.3 Narrate hard work and effort | <ul style="list-style-type: none"> • Narrate the positive and recognise areas of the room that are working hard. "Great to see 100% of pens moving on this side". • Scan at the beginning of the task – be seen looking. • Be specific – name the positive behaviours you observe. • Circulate for praise. • Shoutout to celebrate hard work and achievement. |
| | | 1.4.4 Use the least invasive approach to correct pupil behaviour | <ul style="list-style-type: none"> • Use non-verbal corrections to indicate to pupils when they need to change. For example, miming picking up a pen to indicate to a pupil to start writing. • Walk or stand next to the pupil. • Whisper the correction as you speak to them at desk height. |
| | | 1.4.5 Correct pupil behaviour using positive framing | <ul style="list-style-type: none"> • Establish your expectations – pupils must be clear on this first. • Affirm positive responses first. • Correct pupil behaviour in a way that assumes the pupil has good intentions. For example, "Make sure you're writing with me". • Correct pupil behaviour without drawing attention to individuals. For example, "I'm waiting for a couple of pupils to track me". • Acknowledge pupils who meet expectations and engage with the lesson with smiles, eye-contact and nods. • Narrate the positive behaviour that you want to see instead of drawing attention to negative behaviours. For example, 'great to see people looking this way ready to listen' instead of 'stop talking and look at me'. • Assume confusion over defiance. "I wonder if this group did not hear the instruction?" or "there seems to be confusion about our expectations here – can we just clarify the routine". • When a pupil struggles to meet expectations, provide the next step on the path to success. Explain to them specifically what should happen next rather than what went wrong. |
| | | 1.4.6 Describe what they are doing incorrectly and direct them to more productive behaviour | <ul style="list-style-type: none"> • Describe what the pupil is doing incorrectly "Toby you are calling out" and direct them to more productive behaviour "hands up to contribute, thanks". • Explicitly state the action you want them to take. E.g. "pens moving" NOT "start the work". • Display confidence: adopt an assured, firm posture and tone. • Ensure visibility: state visible actions you want pupils to take: "Turn your body to face your partner", NOT "Show your partner you are listening." |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Explain the why: E.g., "So everyone gets a fair go." |
| | | 1.4.7 Connect and reset relationship with pupils outside of the class | <ul style="list-style-type: none"> • Identify pupils who are struggling with behaviour expectations. • Make time to build/reset relationships with them out of class. • Keep it positive e.g. "I know how well you do when you focus..." • Begin briefly and recognise that they may not want a long conversation with you. • Value their interests. • Connect multiple times. |
| | | 1.4.8 Use whole class reset to stop the class whenever they lose focus | <ul style="list-style-type: none"> • Stop the class to reset behaviour whenever the class loses the focus. "Let's pause and track me". • Restate the rationale/expectation: "the reason we have this routine is because_____". • Model what you want to see: "Let me show you what I expect to see". • Increase the accountability: "If you choose to not meet expectations, I'll give you a [behaviour point]". • Bright start "Ready, go.....". |
| | | 1.4.9 Use the behaviour policy to issue consequences clearly | <ul style="list-style-type: none"> • Follow the behaviour policy consistently. • Give pupils a clear reason for any warnings. 'David, I am giving you your first warning for..... you need to.....' • Always use a measured tone and volume, with emotional control. Be the adult. • Be quick and give an immediate consequence so that the pupil can associate it with the action that caused it. • Allocate consequences in increments. Allow pupils to learn from mistakes at manageable cost. Losing too much, too soon can remove the incentive to try. • Be consistent and maintain predictability for pupils. • Keep it depersonalised and as private as possible. • Judge actions not people. • Combine assertiveness with warmth. |

2. Planning for Challenge

Introduction

Willingham's definition "Memory is the residue of thought" underscores the idea that our memories are largely shaped by what we actively think about. This implies that for effective learning, pupils must be engaged in thoughtful processes regarding the content they are expected to remember. Therefore, the design of curriculum and tasks should focus on challenging pupils to think deeply about key concepts.

According to Sweller's Cognitive Load Theory, meaningful learning involves the processing, construction, and automation of schemas. This process necessitates an appropriate level of cognitive load – enough to challenge pupils but not so much as to overwhelm them. Properly designed instructional materials are crucial in striking this balance. They should avoid unnecessary distractions and confusion that contribute to extraneous cognitive load, which hinders learning.

To optimize learning, curriculum design should include clear medium and long-term planning to elucidate key concepts, thus reducing extraneous cognitive load. This planning ensures that instructional materials are coherent and focused, providing the right level of challenge to facilitate deep processing and retention of information. By doing so, educators can enhance pupils' ability to think critically and retain essential knowledge, aligning with both Willingham's and Sweller's theories.

| | | | |
|---------------------------|--|---|--|
| 2. Planning for challenge | 2.1 Begin lesson planning by focusing on the desired learning outcomes | 2.1.1 Use a precise Learning Outcome that defines what all pupils will learn to be able to do during the lesson | <ul style="list-style-type: none">• Use the learning outcome as defined in the scheme of learning and adapt based on prior learning.• Make learning outcomes challenging and avoid the use of some/most/all.• Ensure learning outcomes are manageable and measurable.• Read the learning outcome with pupils every lesson and display within lesson materials.• Explain to pupils how the learning outcome links to prior and future learning. |
| | | 2.1.2 Use Progression Steps to break down and sequence how the pupils will meet the learning outcome during the lesson. | <ul style="list-style-type: none">• Use progression steps defined in the scheme of learning.• Adapt progression steps for the needs of the class.• Share progression steps with pupils.• Use progression steps as checkpoints to check understanding before moving on to new content.• Create progression steps before choosing lesson activities.• Plan lesson activities that enable pupils to make progress towards progression steps. |
| | | 2.1.3 Use class data to inform planning and lesson adaptation | <ul style="list-style-type: none">• Use SEND information and gap group data to inform adaptation of lesson plans and resources for individuals and groups.• Use recent assessment information to inform adaptation of lesson plans and resources for individuals and groups.• Use the techniques and strategies that you find most effective to support the learning of individuals (annotate these on the seating plan). |
| | 2.2 Plan clear tasks and resources to support the | 2.2.1 Adapt centrally planned resources to meet the needs of the pupils | <ul style="list-style-type: none">• Lessons from the agreed scheme of learning are adapted to provide appropriate challenge for pupils.• Adapt lesson resources to meet the individual needs within the class.• Consider the needs of the most and least able pupils. |

| | | | |
|--|------------------|---|--|
| | learning outcome | 2.2.2 Plan to provide scaffolding to enable all pupils to reach the learning outcome | <ul style="list-style-type: none"> • Use class data to identify which pupils require scaffolding. • Choose appropriate scaffolding. For example, pupils might be provided with scaffolding that reduces cognitive load. • Gradually remove scaffolds over time. • Gradually increase the challenge of tasks to complete without scaffolds. |
| | | 2.2.3 Use repeated task structures that are familiar to pupils | <ul style="list-style-type: none"> • Use activities with familiar structures and to enable pupils to devote more of their working memory to the content rather than the procedure. • Use the ESW PowerPoint template and consistent icons. • Break the task into discrete steps. Where possible, make these even clearer by numbering or even naming the steps. • Ensure the instructions for the task are clear and easy for pupils to understand, see, and refer to. • Use the task structure regularly to make it routine. Use it frequently for the following few weeks to make it second nature for pupils. • Reiterate expectations each time you use the routine and fade guidance only as the process becomes routinised for pupils. |
| | | 2.2.4 Remove redundant information from lesson tasks/activities | <ul style="list-style-type: none"> • Cut out excess content from the task/activity. • Swap lengthy text for visuals. • Remove visual distractions from lesson resources. • Reduce split attention to ensure that pupils can see instructions and resources side by side. |
| | | 2.2.5 Plan lesson and activity timings | <ul style="list-style-type: none"> • Plan how long you want to spend on each section of the lesson. • Write out lesson timings. • Use these to inform timings in the lesson. • Adjust timings where needed based on pupil response. |
| | | 2.2.6 Plan and script transitions between activities | <ul style="list-style-type: none"> • Script how you will lead pupils from one section of the lesson to the next. • Share with pupils helping them to see the connections. |
| | | 2.2.7 Plan to provide specific task requirements about the number of outputs or products pupils are required to do. | <ul style="list-style-type: none"> • Plan and communicate specific information about the number of outputs or products pupils are required to do. E.g “identify 2 pieces of evidence for and 1 against”. • Be explicit: clearly outline what is required of pupils • Provide models: provide an example of what success looks like to help pupils know what they're aiming for • Specify quality as well as quantity: be clear about what a quality example looks like, don't just enumerate what's required • Make it reasonable: ensure that the volume of content required of pupils is within the realms of possibility for them to complete |
| | | 2.2.8 Do the task yourself | <ul style="list-style-type: none"> • When planning tasks and activities, ensure you are clear on the answer or product. • Create a model answer or product. • Complete the task to check timings are appropriate and adjust the timings or task to suit novice learners. |

| | | | |
|--|---|--|--|
| | | 2.2.9 Set centrally planned homework tasks that support the curriculum outcomes | <ul style="list-style-type: none"> Set homework tasks regularly to support pupils with planning their independent work. Provide regular reminders in class to ensure pupils understand the purpose of homework and complete it on time. Provide opportunities for pupils to seek help with homework tasks. Prioritise checking completion of homework and follow school policy for non-completion. |
| | | 2.2.10 Plan for spaced practice to help pupils build long term memory | <ul style="list-style-type: none"> Plan and implement a schedule of practice that spreads out study activities over time. Make pupils aware of the rationale behind spaced practice and how what they are learning now links to the topic they are being asked to recall. |
| | 2.3 Improve literacy by planning to explicitly teach unfamiliar vocabulary using the SEEC framework | 2.3.1 Select unfamiliar vocabulary that requires explicit instruction | <ul style="list-style-type: none"> Use schemes of learning to identify vocabulary that should be taught Review texts that will be used with pupils to identify potentially unfamiliar words Identify the most important words to ensure they are prioritised for explicit instruction |
| | | 2.3.2 Explain the meaning of unfamiliar vocabulary using an appropriate method | <ul style="list-style-type: none"> Choose an appropriate method of instruction for each word from the following: Use a Frayer model for high priority words (keystone vocabulary) <ul style="list-style-type: none"> Say the word carefully Write the word Give a pupil friendly definition Give multiple meaningful examples of the word Use I say, you say to get pupils to interact with the word Use partner practice to get pupils to rehearse the definition Say (and/or write) lower priority words <ul style="list-style-type: none"> Say the word carefully Give a verbal pupil friendly definition |
| | | 2.3.3 Explore the origin and meanings of the vocabulary | <ul style="list-style-type: none"> Teach etymology, word roots and patterns to deepen pupils' understanding of how words work by telling stories about the history and origins of word roots, using narrative to support memory retention. Give synonyms and antonyms(opposites) <ul style="list-style-type: none"> Identify and explain roots, prefixes and suffixes |
| | | 2.3.4 Consolidate knowledge of the vocabulary by planning for active and repetitive practice | <ul style="list-style-type: none"> Use I say, you say to ensure pupils have the opportunity to practice the word at least 3 times. Plan active practice with clear parameters: ask pupils to practise using words in scaffolded or tightly focused sentences, which ensures pupils think deeply about a word's meaning in a specific context. Provide opportunities for pupils to practise using new words verbally and in writing and provide examples and non-examples to support them to distinguish between accurate and inaccurate usage. Use strategies such as cold-call, mini-whiteboards or circulation to check pupils' work immediately after practise and rehearsal so that they can celebrate and model success and identify and target misconceptions. Plan to use exit tickets and retrieval practice quizzes in subsequent lessons, along with activities which ask pupils to combine new vocabulary with previously taught vocabulary. |
| | 2.4 Improve literacy by planning to | 2.4.1 Plan and share the writing goal so that pupils | <ul style="list-style-type: none"> Share the purpose of writing (e.g. "We're writing to explain what this experiment shows us about thermodynamics. Writing will allow us to organise our thoughts."). Consider in advance what 'good' writing would look like. |

| | | | |
|--|--|--|--|
| | support pupils' writing | understand the purpose of writing. | <ul style="list-style-type: none"> • Make the criteria visible to pupils. • Anticipate barriers that pupils might encounter. |
| | | 2.4.2 Scaffold the writing process by using a flexible writing cycle. | <ul style="list-style-type: none"> • Structure the writing process using a flexible cycle, typically including: goal setting, planning, drafting, evaluating, improving, editing. • These steps can go in different orders and be re-visited. • Explicitly refer to the writing cycle to develop metacognitive thinking about writing (for example, when modelling writing yourself). |
| | | 2.4.3 Plan to provide word-level, sentence-level and text-level support whilst pupils are writing. | <ul style="list-style-type: none"> • Provide word-level, sentence-level, and text-level support, for example: <ul style="list-style-type: none"> • Word-level: vocabulary banks, spelling instruction. • Sentence-Level: sentence stems, model sentences, a bank of connectives, disciplinary phases. • Text-level: writing checklists, writing frames, model texts, worked examples. |
| | | 2.4.4 Improve motivation, idea generation and feedback by using collaborative writing approaches | <ul style="list-style-type: none"> • Use a pair or group writing activity to ensure collaboration is purposeful. • Make the activity well-structured by clarifying roles and timings. • These could include: <ul style="list-style-type: none"> ○ Peer editing. ○ Group generation of ideas prior to writing. • Paired collaboration on a draft. |
| | | 2.4.5 Plan to provide appropriate spelling, punctuation and grammar instruction | <ul style="list-style-type: none"> ○ Support pupils to understand punctuation and grammar use in a disciplinary context (e.g. "In history, we can use modal verbs like 'may' and 'might' to convey degrees of certainty"). |
| | 2.5 Anticipate the barriers that pupils may face in the lesson and plan to address them in advance | 2.5.1 Proactively address misconceptions | <ul style="list-style-type: none"> • If you know that pupils are likely to get confused about some part of a concepts (e.g., believe that a pyramid is not a pyramid unless oriented with a point upwards) address this proactively by including such an example in your exposition and explicitly explaining it. • Make sure pupils are 100% clear about when you're presenting an accurate conception vs. a misconception (e.g., use red border or background for misconceptions). • Frame such misconceptions as natural and reasonable so pupils don't feel bad about having them. This opens up space for them to take on the feedback. • Explain why the misconception is incorrect to help guard against this misconception re-emerging for them. |
| | | 2.5.2 Plan verbal questions that will expose common misconceptions, errors and probe thinking | <ul style="list-style-type: none"> • Script questions that focus on common areas of difficulty. • Plan sets of questions to develop understanding and increase challenge. • Plan to ask many questions that elicit understanding. |
| | | 2.5.3 Create and annotate an exemplar | <ul style="list-style-type: none"> • Prepare a model to share. • Prepare annotated exemplar answers. This will highlight the features and misconceptions you are looking out for. |

3. Explanation and modelling

Introduction

Increasing evidence shows that teacher-led instruction is more effective than self-directed discovery learning (Kirschner, Sweller, & Clark, 2006). This section explores the importance of explicit instruction, which is not just lecturing or excessive teacher talk. Instead, it involves clear and planned explanations. The aim is to talk better, not less.

To learn new skills, pupils need to watch and listen to experts who guide them step-by-step. The EEF metacognition guidance report suggests that teachers should explain their thinking process as they work through tasks. This helps pupils understand how to approach their own learning.

Modelling good thinking and behaviours is crucial for pupil success. This applies to all parts of learning, even small tasks like note-taking, annotation, skim-reading, underlining the date and title, asking and answering questions, and using a textbook. By providing clear examples and guidance, teachers can greatly improve pupils' learning and academic success.

| | | | | |
|---|---------------------------|---|---|---|
| 3 | Explanation and Modelling | 3.1 Optimise communication during explanation | 3.1.1 Activate prior knowledge needed to access new content | <ul style="list-style-type: none">• Plan to activate prior knowledge to help pupils draw connections before presenting new content.• This material should not be challenging – the goal is simply to re-activate relevant knowledge. |
| | | | 3.1.2 Explain the value of new learning and highlight links to prior learning | <ul style="list-style-type: none">• Explicitly communicate the value of new learning. This may be based on:<ul style="list-style-type: none">○ The utility of the learning in present or future life.○ The beauty or interest of the learning.○ The benefit to the individual of having good qualifications.○ The benefit to the individual of being educated.• Outline how the benefits of new learning may not be obvious immediately but will pay off later. |
| | | | 3.1.3 Script explanations to ensure they are clear and concise | <ul style="list-style-type: none">• Script explanations of key concepts and definitions in advance.• Separate similar concepts and explicitly highlight the differences to avoid misconceptions.• Make explanations precise, clear and concise keeping teacher talk lean.• Do not break the coherence of a well-planned explanation by asking questions or involving pupils (who are not experts) in the explanation.• Prepare for common errors and misconceptions in advance. |
| | | | 3.1.4 Make explanations memorable | <ul style="list-style-type: none">• Use mnemonics to help pupils to remember key information.• Use stories, analogies and concrete examples where appropriate.• Signpost key information to remember by explicitly pointing out to pupils what they need to learn by heart and what is not necessary to memorise.• Create a memorable experience by designing activities that pupils can relate back to. E.g. a linked practical experience or a physical model. |
| | | | 3.1.5 Embrace rigorous content | <ul style="list-style-type: none">• Do not acknowledge or apologise for what you consider to be boring content. For example, “guys I know this is dull, let’s just get through it”. |

| | | | |
|--|-------------------------------|--|--|
| | | and academic challenge without apology | <ul style="list-style-type: none"> Do not blame the inclusion of content on external factors like “this is on the test/specification, so we have to learn it” Embrace the challenge and rigour as a subject specialist. Share your passion and enthusiasm at all times. Share the value of relevant learning. Celebrate when pupils master challenging material. |
| | | 3.1.6 Use examples/non-examples to support the explanation and help make abstract concepts concrete | <ul style="list-style-type: none"> When introducing new concepts or definitions, provide pupils with examples and non-examples to provide clarity. Use examples that pupils will be able to relate to, to help make them concrete, particularly for the first example. Prepare multiple examples to support pupils who have not understood your first attempt at explanation. |
| | | 3.1.7 Consider the cognitive load for novices when planning your explanation | <ul style="list-style-type: none"> Limit new content to around 3 or 4 within a single teaching episode. When planning explanations, break new content down into small chunks. Ensure the size and number of chunks is appropriate for your class. Remove extraneous information from slides and resources. Reduce the amount of text on slides. Build in pauses to allow pupils to process information during longer explanations. |
| | | 3.1.8 Use I say, you say so that pupils repeat target vocabulary during the explanation to ensure they have understood pronunciation and context | <ul style="list-style-type: none"> Repeat important subject specific vocabulary at least 3 times during your explanation. Have pupils echo these words to practice their pronunciation. Use “I say xxxxx, you say....” or gestures towards yourself and the pupils. |
| | | 3.1.9 Deliver explanations in an engaging way | <ul style="list-style-type: none"> Vary the tone and volume of your voice to support pupils to follow the explanation. Share misconception stories. Be authentic in your explanation. Use song or rhyme to help pupils remember. |
| | | 3.1.10 Assess the success of your explanation to ensure that pupils understand before moving on | <ul style="list-style-type: none"> Plan questions to check that pupils have understood your explanation. Use Partner Talk to let pupils practice their explanations. Use questioning techniques to assess. |
| | 3.2 Use models to show pupils | 3.2.1 Model to pupils the steps involved to complete a task | <ul style="list-style-type: none"> Identify and list the steps that pupils need to take. Break complex tasks into manageable chunks. Use precise, clear and concise language to explain each step. Check that pupils understand before moving on. |

| | | | |
|--|---|--|---|
| | how to do something | | <ul style="list-style-type: none"> Explicitly draw attention to the features of a high-quality outcome. |
| | | 3.2.2 Model the metacognitive thinking required to complete a complex task | <ul style="list-style-type: none"> Deconstruct tasks by breaking down the vocabulary and phrasing used with the pupils “Let’s make sure we understand what the task is asking us to do.” Review the available information and identify what is relevant to the task. “What are we told and what do we already know about...” Talk through the thinking behind identifying the first steps in solving the problem (method selection). If there are a variety of starting points, explain why you chose a particular one. “I think it would be a good idea to start with . . . because . . .” Name the steps - Explain the process for solving the problem. For example, the steps to solve a maths problem or the paragraph structure in an essay. Model the process of self-review to check answers when finished. Start with the end-product before breaking down to show the steps needed for success. Model bad responses to allow pupils to engage with common errors. |
| | | 3.2.3 Model your thinking process when writing | <ul style="list-style-type: none"> Talk out loud about your use of the writing cycle (“Let me try drafting this first”). Talk out loud about word-level, sentence-level and text-level decisions e.g. using a sentence starter, or changing the choice of an adjective. Using a visualiser can help make this more meaningful. Consider opportunities for pupils to model their thinking in the same way. |
| | | 3.2.4 Use live modelling to show pupils using a visualiser or computer camera | <ul style="list-style-type: none"> Plan opportunities for live modelling. These can include marking pupil work, solving problems, writing answers, demonstrating practical work, etc. Position yourself so you can see pupils, the work and the display screen. Regularly check that the image on the screen is clear, at an appropriate level of magnification and correctly oriented. Look up and scan the class regularly while using the visualiser. |
| | 3.3 Use the my turn, our turn, your turn approach to guide pupils through a complex task or new content | 3.3.1 Use My Turn to model the best approach to the task when introducing for the first time | <p>My turn: teacher models:</p> <ul style="list-style-type: none"> Break the process to be modelled down into small steps that can be replicated by pupils. Remove extraneous cognitive load (only present what is relevant). Use concise, clear language to explain each step. Do not break the clarity of explanation by involving pupils. Model the thinking, not just the procedure (the why and not just the how). Check that pupils understand and can articulate the procedure/strategy before moving on (use assessment strategies). Be explicit with instructions regarding what pupils should do during this section. |
| | | 3.3.2 Use Our Turn to engage pupils in co-construction of the model | <p>Our Turn: teacher guides the pupils through step by step:</p> <ul style="list-style-type: none"> Consolidate the My Turn strategy by involving pupils in the model. Eg. (What should we do next? How do we know to do it? Why are we doing it?). Check for understanding after each step (use every lesson assessment strategies). Maintain a brisk pace but include a pause for thinking time. Be explicit with instructions regarding what pupils should do during this section. |

| | | | |
|--|--|---|--|
| | | 3.3.3 Use Your Turn to allow pupils to complete the task independently | <p>Your turn: pupils complete independently:</p> <ul style="list-style-type: none"> Plan the your-turn task to be very similar to the “My turn” and “Our turn” tasks. Instruct pupils to complete the task/s independently. Circulate the room to identify misconceptions, mistakes and opportunities for praise. Give scaffolding if needed (Give the least help first to avoid over-scaffolding) Use a timer to maintain pace and engagement. Share feedback by returning to the My turn or Our turn stage if necessary. |
| | 3.4 Improve literacy by supporting pupils to read complex academic texts | 3.4.1 Share the reading goal | <ul style="list-style-type: none"> Be clear about the purpose of reading and how it aligns with the learning outcome. Define the reading goal for any extended text. Avoid making it too narrow so that it is not a hunt for the single right answer. Return to the reading goal as a way of monitoring comprehension. |
| | | 3.4.2 Read texts aloud to pupils | <ul style="list-style-type: none"> Read aloud where text is likely to be a barrier to curriculum including PowerPoint, tasks and print material. Keep text brief and to the point. Model fluency of reading including, tone, pace, pauses and expression. Expect pupils to track the text whilst the teacher is reading aloud using a placeholder. Consider whether pupils should re-read independently. |
| | | 3.4.3 Activate/provide the background knowledge required to access a text | <ul style="list-style-type: none"> Anticipate and explicitly teach the prior knowledge required to comprehend the text. Consider whether to pre-teach or drop in contextual knowledge whilst reading. |
| | | 3.4.4 Model and prompt text comprehension whilst reading | <p>Explicitly teach and model the following reading comprehension strategies when reading challenging texts:</p> <ul style="list-style-type: none"> Activate prior knowledge of the topic Predict – what do I expect the text to be about? Clarify any words/sentences that act as a barrier to comprehension Questioning – what else would I like to know? Summarising – can I summarise the powerful ideas in the text |
| | | 3.4.5 Use echo reading to build fluency in reading | <ul style="list-style-type: none"> Reads a section of the text aloud, with pupils tracking and following silently (this could be a short phrase, or a longer sentence) Pupils echo the same section of text to practise reading fluently. Pupils could then re-read again silently or in pairs |
| | | 3.4.6 Use choral reading to build fluency in reading | <ul style="list-style-type: none"> Groups or the whole class read a passage of text simultaneously aloud to improve accuracy and fluency. |
| | | 3.4.7 Use Control the Game to make all pupils accountable for | <ul style="list-style-type: none"> Instruct pupils to use a placeholder to enable pupils to retain their place in the text and facilitate a quick transition between readers. Teacher the begins reading the text and asks pupils to continue reading. Use clear instructions to keep transitions concise eg. “Billy pickup”. Say “thank you” when you want them to stop. Go back to teacher reading after each pupil to maintain continuity. |

| | | | |
|--|--|--|---|
| | | reading and following the text | <ul style="list-style-type: none"> • Keep the duration of reading for an individual appropriate to pupil ability. • Support weaker readers by providing text in advance for pupils to practice. • Keep the identity of the next reader unpredictable. • Spot check at regular intervals by leaving a word out at the end of the sentence and signal to pupils with a shift in tone of voice for them to fill in the blank. |
| | | 3.4.8 Use accountable independent reading to build confidence in comprehension | <ul style="list-style-type: none"> • Allow pupils to read independently whilst still holding pupils accountable to ensure engagement by adding a focus, questions or tasks to guide the pupils through the extract. • Carefully consider the length of text and scope of challenge when employing this method. |
| | | 3.4.9 Integrate writing and reading instruction | <ul style="list-style-type: none"> • Use high quality texts to illustrate subject writing conventions. • Use annotations to identify key features of disciplinary texts. • Create checklists based on examples of good writing (pupils could engage in creating these, and examples could include pupil writing). • Ask pupils to write short summaries of what they have read – i.e. use writing to reflect on reading. • Use writing to bullet point or write questions about what they already know about a topic. |
| | 3.5 Ensure a high level of active pupil participation during explanation and modelling | 3.5.1 Use I say, you say to rehearse key vocabulary during an explanation | <ul style="list-style-type: none"> • Identify key vocabulary during the explanation that may be new to pupils. • Make 'I say, you say' expectations clear with pupils. • Be concise: use short instructions: "I say, You say: landscape" • Model clearly: pronounce the word accurately and audibly, emphasising challenging phonemes • Use frequently: provide multiple opportunities for 'I say, you say' throughout a lesson to build pupil fluency • Expect 100%: insist on all pupils pronouncing the word audibly • Use gestures: point to yourself when saying, "I say" and at pupils when you say, "you say." |
| | | 3.5.2 Use choral response to obtain whole class responses to short questions during explanations and to check for listening. | <ul style="list-style-type: none"> • Pose questions that all pupils respond to in unison, to encourage 100% participation and attention. • Focus on questions that pupils can answer quickly and successfully based on the key content that has just been explained. • Cue clearly: ensure that the phrase you use to trigger the response is crisp, clear, and consistent to set the rhythm of the response, e.g., "On 3...1,2,3" • Reduce complexity: turn a fact just stated into a question so that it can be answered easily and quickly: it is a check for listening, not understanding. e.g., "If someone is filled with glee they are filled with happiness. To be filled with glee is to be filled with...?" • Use frequently: ask questions multiple times throughout an explanation • Expect 100%: ensure every child participates |
| | | 3.5.3 Use Partner Practice to allow pupils to rehearse the answers to questions before responding to | <ul style="list-style-type: none"> • Use partner Practice to get pupils to rehearse a part of the explanation that has already happened rather than discussing something they don't actually know. • Assign partners: allocate names to each talk partner (e.g., A and B, or Door and Window) then specify which partner will talk first during each exchange • Establish clear cues: establish a clear cue for pupils start talking. For example 'Partner Practice or Partners Go', then another for pupils to stop talking and return their attention to the front |

| | | | |
|--|--|---------------------|--|
| | | teacher questioning | <ul style="list-style-type: none">• Introduce out of content: when first introducing paired-talk routines, have pupils practise them 'out of content', that is, based upon questions that are familiar (e.g., "What did you do on the weekend?", "What's your favourite movie?", etc)• Rehearse till snappy: following the introduction, have pupils rehearse the routine multiple times until they can start and stop immediately on cue (this often takes around three to five rounds of rehearsal)• Cold Call or Warm Call responses following Partner Practice |
|--|--|---------------------|--|

4. Deliberate practice

Introduction

Simply exposing pupils to new knowledge doesn't mean they will learn it; teaching is much more than just explaining and showing. Deliberate practice is important because it gives pupils time to practice and really understand new ideas. When planning this practice, both the quality and amount of practice matter, as does ensuring a balance between needing teacher help and pupils working on their own. During practice, teachers should move around and check on pupils to support their learning. To help pupils remember better, lessons and teaching methods must be designed to strengthen their long-term memory by using various helpful techniques.

| | | | | |
|---|---|---|--|--|
| 4 | Deliberate Practice | 4.1 Plan opportunities for pupils to practise new learning and drive thought to consolidate understanding | 4.1.1 Plan opportunities for pupils to practise the application of new learning | <ul style="list-style-type: none"> • Ensure that practice tasks are clearly linked to prior learning/modelling/explanation that has been provided in the lesson. • Isolate the components of a task by having clarity around exactly what you want pupils to practice. • Plan and communicate to pupils how and where they should write answers. E.g. "underline your final answer or highlight key words being used". • Plan for pupils to be working at the edge of competency. • Build comfort level and confidence level in pupils gradually over time through the use of (and gradual removal of) scaffolds. |
| | | | 4.1.2 Use Self Explanation to provide pupils with opportunities to articulate their understanding of new learning. | <ul style="list-style-type: none"> • Plan lesson activities that require pupils to pause and explain to themselves what some new piece of information means to them. For example, after reading a section of text, we might stop and ask pupils to "Write down what this means to you". • Monitor attempts at self-explanation using assessment/questioning strategies. • Follow attempts at self-explanation with an unambiguous teacher explanation. |
| | 4.2 Maintain a focused classroom environment during deliberate practice | | 4.2.1 Work the clock to allocate clear time goals to independent tasks | <ul style="list-style-type: none"> • Make sure the clock or timer is visible to the pupils. • Allocate clear timings to tasks and stick to them. • Set time goals to break down longer tasks into smaller chunks of time. • Specify the noise level for the task. • Refrain from "narrating" the clock. Avoid calling out the time remaining too frequently. |
| | | | 4.2.2 Plan for periods of silent deliberate practice | <ul style="list-style-type: none"> • Plan for a specific period of deliberate silent working in the lesson. • Share the time frame with pupils and remind them of the expectation and rationale for working in silence. • Maintain the silence by ensuring that there are no verbal interactions with pupils from any adult during the first 50% of the time allocated. • During the second half of the silent working significantly reduce any verbal instructions so that silence is modelled successfully. |
| | | | 4.2.3 Use the 3:30:30 approach to ensure that pupils start a task promptly and build independence | <ul style="list-style-type: none"> • When starting deliberate, independent practice do not provide any assistance for the first 3 minutes. This encourages all pupils to get started and get over the 'I'm stuck' phase. • Stand still and use teacher radar to ensure that they all settle into the task for the first 3 minutes. Whilst doing this identify which pupils you will work with first. • After the first 3 minutes, divide your time between individuals and the whole class in 30 second increments. |
| | | | | |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Spend no more than 30 seconds giving feedback/support/scaffolding to an individual. • Spend no more than 30 seconds turning your attention to the whole class (teacher radar) to ensure that they maintain focus on the task. • Alternate 30 second periods between focusing on the individual and the whole class. |
| | | 4.2.4 Use circulation to ensure pupils are focused and on task | <ul style="list-style-type: none"> • Consider specific pupil needs when planning routes around the room. Consider those that need affirmation, stretch or specific support. • Be speedy and move to a new pupil frequently. • Identify very specific strengths or pupil needs. |
| | | 4.2.5 Build stamina in writing | <ul style="list-style-type: none"> • Gradually increase writing time to develop in your pupil the habit of writing productively, and the ability to do it for sustained periods of time. • Build stamina for writing just as you would for running or swimming. Start small and work up. • Start with the expectation that pupils' pens should be moving the whole time. • Teach pupils to recognise features, aims and conventions of good writing within your subject. • Use a variety of approaches including collaborative and paired writing to motivate pupils to write. |
| | 4.3 Use retrieval practice to develop long term memory | 4.3.1 Start every lesson with a review of prior learning, implemented through a Do It Now taken from the core knowledge. | <ul style="list-style-type: none"> • Follow the DIN strategy as defined in the subject assessment rationale. • Use language that allows all pupils to access the DIN without further instruction. • Use pupil responses from DIN to plan to close gaps in knowledge in future lessons. |
| | | 4.3.2 Set and establish a clear Do It Now routine | <ul style="list-style-type: none"> • Use a timer. • Check pupils have started the DIN before taking the register. • Take the register quickly and accurately. • Circulate to check progress . • Note strengths and weaknesses during circulation. • Challenge non-compliance. • Instruct pupils to correct in purple pen . • Review the DIN swiftly by displaying answers or live marking. |
| | | 4.3.3 Provide support or scaffolds for pupils who are struggling | <ul style="list-style-type: none"> • Provide first letter of key terms. • Reduce the number of questions. • Provide word banks/formulas/hints. • Instruct pupils to look back in books to find relevant information. • Avoid lowering expectations for pupils. |
| | | 4.3.4 Use regular retrieval quizzing to help pupils to build long term memories of their learning | <ul style="list-style-type: none"> • Use knowledge organisers to define the core knowledge pupils should recall and revise. • Refresh pupils' memory of prior learning by frequently referring to the knowledge organiser. • Provide planned opportunities to recall information. • Plan assessment (eg. Questioning and Low Stakes Quizzing) to review prior knowledge and plan appropriate response. |

| | | | |
|--|--|--|--|
| | 4.4 Develop oracy by giving pupils opportunities to engage in talk | 4.4.1 Structure pupil talk | <ul style="list-style-type: none"> • Explain how talk relates to the lesson objective. • Explain how the talk will be structured in terms of roles and timings. • Structure talk to be inclusive by design so that everyone takes part. • Set high standards and explain what 'good' looks like. |
| | | 4.4.2 Ensure that pupils have the knowledge to engage in pupil talk | <ul style="list-style-type: none"> • Provide the prior knowledge and vocabulary needed to engage meaningfully in talk. |
| | | 4.4.3 Use talk to develop pupils' interpersonal skills | <ul style="list-style-type: none"> • Explicitly teach social skills eg. eye contact, turn taking, polite respond. • Listen to contributions and provide feedback. • Provide opportunities for pupils to give and receive feedback on talk. • Encourage and support all pupils. • Highlight social and academic positives. |
| | | 4.4.4 Improve the quality of pupil talk by encouraging pupils to develop responses | <ul style="list-style-type: none"> • Engage in and encourage extended back-and-forth contributions. • Encourage pupils to expand, reason, justify, defend, challenge and hypothesise. |
| | | 4.4.5 Ensure talk is monitored and inclusive | <ul style="list-style-type: none"> • Ensure all pupils have the opportunity to speak and be listened to. • Check all pupils are contributing. • Check talk is on-task and purposeful. • Identify barriers to pupil engagement and address. • Note misconceptions or errors that need addressing through feedback. |

5. Assessment and Feedback

Introduction

Assessment is a procedure for drawing inferences about what pupils have understood or learned. It occurs in every lesson, using a variety of strategies to systematically check knowledge and understanding. Feedback is a crucial two-way process aimed at closing learning gaps and informing future teaching activities. According to the Education Endowment Foundation (EEF), effective feedback is specific, accurate, clear, and encouraging. It compares current performance with past efforts, offers specific guidance on improvement, and should be given sparingly for maximum impact.

Questioning, a powerful form of assessment, serves multiple purposes: assessing understanding, practicing retrieval, provoking deeper thinking, and promoting metacognitive thinking. High-impact techniques, such as show me, cold calling, wait time, no opt out, probing questions, think-pair-share, Socratic questioning, hinge questions, higher-order questions, and reflective questions, enhance these aims by ensuring misconceptions are addressed promptly and pupils are actively engaged. Integrating these techniques creates an environment that fosters continuous engagement, challenges pupils, and supports their learning.

For more (and phase-specific) information, see the EEF's *Teacher Feedback to Improve Pupil Learning* guidance report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

| | | | | |
|---|-------------------------|---|---|---|
| 5 | Assessment and Feedback | 5.1 Use effective questioning techniques to check understanding at a granular level | 5.1.1 Check understanding not the pupils' perception of their understanding | <ul style="list-style-type: none">• Replace questions like "do you understand?" with an explicit check for understanding. E.g "write your answer on your whiteboard".• Plan questions in advance to provide information that will allow you to adapt teaching.• Plan sets of questions to develop understanding and increase challenge.• Plan to ask many questions that elicit understanding. |
| | | | 5.1.2 Use Show Me to obtain information/feedback from all pupils simultaneously | <ul style="list-style-type: none">• Give pupils a time limit to write their answers down (use a timer) and ensure they do not reveal before asked.• Introduce a consistent 'confusion signal' where pupils write a question mark if they are not sure to maintain the expectation that everyone writes something.• Use 'hover' to get pupils to hold boards face down in the air once ready and waiting to reveal.• Use a countdown '3, 2, 1, show me.' Pupils reveal the answer simultaneously.• Note common errors to follow up.• Respond to questions at a class or individual level as appropriate. |
| | | | 5.1.3 Use hinge questions to diagnose understanding and misconceptions at key points in the lesson before moving on | <ul style="list-style-type: none">• When planning a hinge question, ensure that it meets the following standards:<ul style="list-style-type: none">○ It is used to check for understanding rather than simple knowledge recall.○ It can be answered quickly.○ It is simple and not multi-part.○ The distractors allow you to identify pupil misconceptions.○ It is not possible to arrive at the correct answer whilst still having key misconceptions.• Use hinge questions after pupils have been taught/have practiced a new concept and you need to know if they are ready to move on. |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> • Use an established technique such as Show Me or Heads Down to collect pupil responses. • Follow the hinge question with one of the following: <ul style="list-style-type: none"> ○ Move on to the next part of the lesson. ○ Reteach based on the responses/misconceptions, give pupils an activity (partner talk) to help them engage with the re-teaching before reassessing using cold call or a repeat of the hinge question. |
| | | 5.1.4 Use Cold Call to ensure that all pupils are ready to respond to questions in class | <ul style="list-style-type: none"> • Explain that you are using cold call (no calling out, no hands up and everyone must be prepared to give an answer). • Ask the whole class the question. • Give a set amount of think time. • Select a pupil to respond. • Respond to the answer with a follow up question or using No opt out. • Cold call a different pupil to build on the response. |
| | | 5.1.5 Use Warm Call to build confidence | <ul style="list-style-type: none"> • Identify which pupils have produced a near model answer through paired talk. • Warn pupils that you are going to call on them for an answer “I like your answer, I’m going to ask you to share it with the group in a minute”. |
| | | 5.1.6 Use No Opt Out to support all pupils to engage with and answer questions in class | <ul style="list-style-type: none"> • Frame question supportively. E.g “I value you having a go, not necessarily being right first time”. • When a pupil is unable or unwilling to answer a question, explain that it is really important that they know how to answer the question to help their learning. Then apply one of the following strategies: <ul style="list-style-type: none"> ○ Provide a model answer and then re-ask the question. ○ Ask the question to another pupil before returning to the original pupil to re-ask the question. |
| | | 5.1.7 Avoid rounding up pupil answers in verbal questioning | <ul style="list-style-type: none"> • Avoid ‘rounding-up’ pupil answers by providing extra information or re-phrasing them. Instead, teach the pupil the correct/best answer and re-ask the question. |
| | | 5.1.8 Add challenge during questioning | <ul style="list-style-type: none"> • Prompt to extend pupil answers and push for how or why. • Ask for evidence to support pupil thinking. • Follow the discussion with summary writing. • Direct pupils to build on previous answers by incrementally increasing the challenge. E.g. “Sammy, tell me if you agree or disagree with Lou and explain why”. |
| | | 5.1.9 Add scaffolds during questioning | <ul style="list-style-type: none"> • Provide strategic clues and prompts. • Provide key terms. • Follow the discussion with summary writing using sentence starters or prompts. |
| | | 5.1.10 Use Right is Right to maintain the expectation for high quality answers | <ul style="list-style-type: none"> • Push for volume and clarity. • Script in advance what a ‘good answer’ looks like for questions relating to key concepts. • When pupils answer questions, hold out for an ‘all the way right’, 100% correct answer. Continue to probe or bounce to drive thinking. • Expect pupils to answer in full sentences. • Insist on use of key terms and academic language. |
| | | 5.1.11 Use Partner Talk to encourage pupils to better | <ul style="list-style-type: none"> • Establish and rehearse partner talk routines. • Share the purpose and topic/question for the paired discussion. • Provide independent think time prior to discussion. |

| | | | |
|--|---------------------------------|---|--|
| | | formulate their thoughts using short, paired discussions. | <ul style="list-style-type: none"> • Where appropriate, model a paired discussion before you set the group talking, making it clear that both pairs must talk and be given equal amounts of time. • Set a time limit for paired discussion and share this with the pupils. • Circulate and record ideas for whole class feedback. • Use cold call to question pairs at the end of the discussion to share ideas with the whole class. • Display and discuss pupil responses who whole class critique. E.g. “we have three answers here, which do you prefer and why?”. |
| | | 5.1.12 Instruct pupils to answer questions coherently using SHAPE | <ul style="list-style-type: none"> • Teach pupils how you expect them to answer questions using the SHAPE acronym. <ul style="list-style-type: none"> ○ (full) Sentences ○ Hands away from mouth ○ Articulation ○ Project voice ○ Eye contact • Push pupils to respond with full sentences by emphasising the value of full sentences and prompting for full sentences • Explain rationale: explain why full-sentence answers are important when you first introduce them (i.e., they give pupils an opportunity to reinforce core academic vocabulary and to make more solid links between the core ideas in the subject) • Use tight prompts: use a tight prompt to cue full-sentence answers such as, 'As a full sentence' or simply 'Full sentence' • Be positive: present this as a chance for pupils to 'show off' their learning and give an even better answer • Scaffold it: provide pupils with sentence steps or templates to support full-sentence answers • Teach and practise with pupils the softer skills and build oracy confidence. |
| | | 5.1.13 Use ‘heads down’ to get quick whole class responses to multiple choice questions | <ul style="list-style-type: none"> • Heads down helps to ensure that pupils aren't checking each other's work during checks for understanding. • Explain why independent answers are important (i.e., when pupils copy each other, you don't know what they're struggling with, so you can't address it and support them) • Make expectations explicit: make it clear to pupils how exactly they will engage and what to do • Set defaults that are robust. E.g., 'heads down' is more robust than 'cover your eyes' because it's harder to peek with your head down • Use a crisp signal: use a crisp and clear signal to have pupils show or share their answers • Pose the multiple choice question (also works well for T/F). • Ask pupils to put their heads down on the desk and a hand above their hand. • Ask pupils to open their hands when you say the correct option • Read through the options to gauge understanding |
| | 5.2 Build a culture of feedback | 5.2.1 Provide high quality feedback | <ul style="list-style-type: none"> • Ensure feedback includes precise praise eg. “Well done Robert your use of the key term exothermic was excellent”. • Ensure feedback recognises the accuracy of pupil responses. • Give feedback that is precise and actionable and check that pupils understand how to improve. • Develop a listening culture within a classroom to ensure that feedback is heard. |

| | | | |
|--|---|--|---|
| | | 5.2.2 Normalise sharing of pupil work | <ul style="list-style-type: none"> • Praise bravery of sharing work. • Lead with praise. • Pre-empt unsupportive comments. E.g. “now remember that this is someone’s work, so when I show it we are going to treat it with respect”. • Deal firmly with unsupportive comments. |
| | | 5.2.3 Normalise pupil errors, mistakes and misconceptions | <ul style="list-style-type: none"> • Use a language of collective improvement when pointing out pupil error “so that we can all learn from it”. • Welcome errors as a point of learning • Highlight when you (as teacher) make a mistake and what verbalise the actions taken to correct yourself. |
| | | 5.2.4 Use Show Call to display pupil’s written work to the class using a visualiser/computer camera. | <ul style="list-style-type: none"> • Choose high quality pupil work to display. • Ask the pupil for permission to display their work. • Check that the displayed work is clearly visible and orientated correctly. • Praise specific areas of good practice. • Frame formative comments positively ‘this is an easy mistake to make, watch out for...’, ‘this seems like a reasonable thing to do but...’. • Thank the pupil for sharing their work. |
| | | 5.2.5 Plan opportunities for feedback | <ul style="list-style-type: none"> • Pre-plan exemplar answers. • Anticipate common errors and misconceptions. • Identify opportunities to regularly check for understanding. |
| | | 5.2.6 Provide feedback that improves writing, including peer feedback | <ul style="list-style-type: none"> • Consider in advance what you intend to provide feedback about (e.g. use of quotations). • Design writing tasks to produce information that enables that feedback (e.g. task requires pupils to use quotations). • Provide actionable feedback about the task (“When using quotations...”), the subject (“In English, it’s important to use a range of quotations because...”), or self-regulation (“Try highlighting possible quotations before writing”). |
| | 5.3 Gather information from pupils in a live environment to inform next steps | 5.3.1 Use teacher circulation effectively to gather information during deliberate practice | <ul style="list-style-type: none"> • Identify the path you will regularly use to circulate your classroom. • Decide what you are looking for as you circulate and take answers with you. • Track right/wrong answers, trends or misconceptions in the class as you circulate. • Respond in the moment with live feedback • Adapt or scaffold as needed in line with the graduated response. • Regularly stop to scan the room (teacher radar) and ensure that all pupils are meeting your expectations. |
| | | 5.3.2 Use circulation to give feedback while pupils are working independently | <ul style="list-style-type: none"> • Circulate during independent practice to live mark and intervene at point of error. • Where common errors or misconceptions are seen, whole class re-teaching is timely and ensures that no child falls behind. • Take notes where needed to inform planning of future teaching episodes. • Plan time following feedback to ensure that pupils have time to respond. • Use 3:30:30 and Teacher Radar. |

| | | | |
|--|---|--|--|
| | | 5.3.3 Use live marking while circulating to give individual feedback | <ul style="list-style-type: none"> • Make feedback precise and actionable. • Point out the pupil errors and provide strategic clues and prompts to improve. • Ask pupils to explain an incorrect answer. • Instruct pupils to make improvements and corrections in purple pen. • Correct key vocabulary that is misspelt. • Plan in advance who/when you will live mark. Do not overcommit yourself. |
| | | 5.3.4 Give whole class feedback based on data gathered during circulation | <ul style="list-style-type: none"> • Use Show Call to display model answers or highlight misconceptions. • Re-teach content where the majority of pupils have struggled. • Insist on engagement with corrections. • Give pupils the time to improve their work following feedback. |
| | 5.4 Regularly check understanding of previously learned content | 5.4.1 Use low stakes quizzing to regularly check understanding and recall of prior knowledge | <ul style="list-style-type: none"> • Ensure quizzes assess clearly defined objectives. • Ensure quizzes are fast to mark (so that pupils get fast feedback). • Use exam conditions to ensure answers represent the pupil's own work. • Frame quizzes with low stakes language to explain them to pupils: For example: 'Its just a bit more practice', 'Its' so we know what to teach you next', 'we want to see how successful our teaching has been', 'we are testing our teaching, not your ability', 'it doesn't matter if it goes a bit wrong' etc... • Design quizzes to provide feedback that will help you plan future teaching. |
| | | 5.4.2 End the learning episode with a review of key knowledge | <ul style="list-style-type: none"> • Return to reinforce learning with a brief consolidation or retrieval activity. • Plan timings to ensure that time is left for consolidation. • Summarise key learning and review Learning Outcome and Progression Steps. • Connect the learning in the episode to the wider learning sequence. |
| | | 5.4.3 Use Exit Tickets to check understanding at the end of the lesson | <ul style="list-style-type: none"> • Keep to core content and only focus on the most important aspects. • Design for quick analysis. E.g. 1-2 word answers. • Ensure independent completion. • Use the exit tickets to inform future planning. |
| | | | |