



Nidderdale High School

A MOORLANDS LEARNING TRUST ACADEMY

Teaching, Learning and Feedback Policy

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Nidderdale High School Teaching, Learning and Feedback Policy

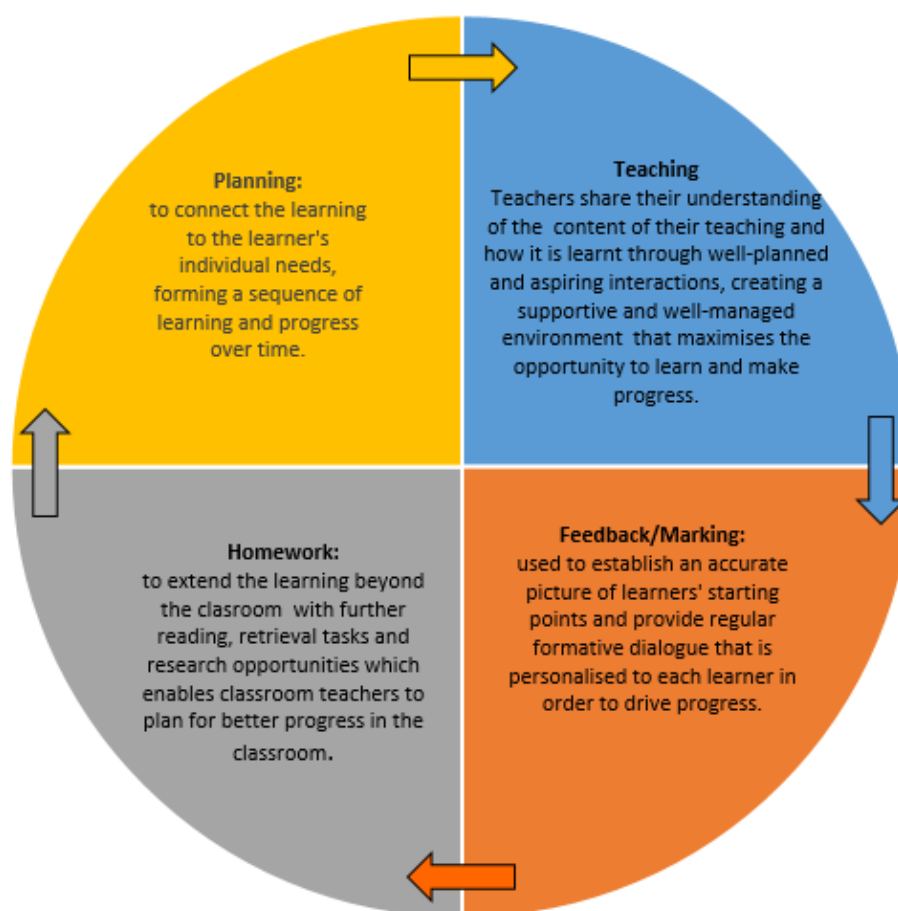
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Section 1: Our Rationale

The purpose of this document is to outline the four key areas of exceptional teaching, so as to ensure a continuous focus on raising teaching and learning standards throughout the school, inspiring and motivating both staff and students. It is closely aligned with the MLT Curriculum Principles and Properties document (appendix 2) and should be used alongside the Exceptional Teaching Toolkit, (appendix 3).



Section 2: Feedback and Marking

Marking and feedback have two purposes. 1) students act on feedback to make progress over time and 2) it informs future planning and teaching.

At Nidderdale High School feedback and marking will provide constructive feedback to every student by focusing on success and improvement needs against clear learning intentions. This will enable students to become reflective learners and help them to 'close the gap' between current and desired performance. Assessment is also a valuable tool in helping us to 'personalise' learning to ensure that instruction is matched more appropriately to individual student needs.

For feedback to be purposeful:

- Teachers must have a secure overview of the starting points, progress and context of all students.
- Feedback must be regular and proportionate to curriculum time
- Students must interact with their feedback, either through responses or directed improvement and reflection time
- There should be regular evidence of literacy marking, including the spelling of commonly misspelt words, as well as key vocabulary.

Area of Learning (AOL) curriculum plans will address how subject specific marking will be conducted. Reasonable adjustments will be made for students with learning plans.

Section 3: Plan

Planning is a process, not a product. It has one purpose, to enable high-quality delivery that meets the needs of all students.

At Nidderdale High School we have spent a significant amount of time creating both whole school and Area Of Learning (AOL) curriculum intents and long-term plans that are carefully sequenced so as to maximise the learning opportunities for all of our students. Through our planning and use of the MLT Curriculum Principles and Properties document, (appendix 1), we are able to be clear and concise about what we want our students to learn, with the end goals in mind. We recognise that all activities, including home learning, (appendix 2), must be designed to facilitate learning that supports students in embedding powerful knowledge into their long-term memory.

Nidderdale High School Lesson Essentials (appendix 1):

- Scaffolding should be planned and incorporated into mid and short-term plans to ensure the needs of all students and groups are met and to maximise the use of any additional adults in the room.
- Every class must have an accurate seating plan on my classroom on Arbor that outlines the class profile.
- Every teacher must have an annotated record of students' additional needs, prior attainment and pastoral notes to ensure personalised learning is at the forefront of planning decisions.
- Every topic in all AOLs/subjects should be front-loaded with a topic organiser to include an overview of the topic, and the powerful knowledge and key vocabulary for that topic also. These should be stuck into books and referred to throughout the delivery of that topic.

- Teachers should model to their classes how to complete the work set successfully. This includes demonstrating challenge opportunities to enable students to access the highest levels of attainment.
- Each lesson should have a planned starter activity for students to independently access whilst the member of staff is doing 'meet and greet' or the register. Tasks include retrieval, reading and revision.

Section 4: Teach

'teaching is a lifetime's craft. 'Every teacher needs to improve, not because they are not good enough, but because they can be even better.' Dylan William

At Nidderdale High school we take great pride in our curriculum and teacher specialisms. Therefore we acknowledge and respect that teachers may teach the curriculum differently to one another.

It is expected that exceptional teaching strategies are used effectively in the majority of lessons, as outlined in the MLT Exceptional Teaching Toolkit, (appendix 4), and Rosenshine's Principles of Instruction, (appendix 5).

Challenge:

We expect our curriculum to be both inclusive and ambitious. The curriculum content should remain the same for all students, regardless of starting points, so that we expect all students to know more and remember more. (MLT Curriculum Principles and Properties).

Explanation:

Teacher instruction should be planned with an awareness of cognitive overload by presenting new material in short steps. Give clear instructions and explanations, thinking aloud and modelling steps.

Modelling - I do (teacher):

We always aim to teach to the top with expert instruction and modelling to support our students. Modelling supports understanding and gives concrete examples for students, particularly for more abstract concepts.

For example:

- Demonstrating a worked activity for students, using a visualiser for example;
- Thinking aloud for students to show the thought processes;
- Demonstrating that it's normal (and ok) to make a mistake;
- Including questioning around what you're modelling, e.g. why have I used that word? What word would be better to use?
- Providing model answers.
- Modelling disciplinary vocabulary to provide stretch and challenge

Guided Practice with scaffolding - we do (class):

We use worked examples and other scaffolding tools, such as sentence starters, tier 2 and 3 vocabulary definitions and writing frames, so students can show their learning. Scaffolding can also include effective group discussion in the classroom.

Independent Deliberate Practice - you do (student):

We give students the time to independently practice the new material so that they are able to embed the knowledge and skills into their long-term memory. At this point, scaffolding is either reduced or removed for the majority of students.

Responsive Teaching:

Questioning:

We use questioning to check and extend student understanding. We frequently ask open and closed questions to all of the students in our classrooms, using what we learn to adapt and reshape our teaching within and between lessons. The teacher will use their expertise to “probe” further into student responses by asking for further detail and clarification.

We use cold calling frequently, which requires all students to think about their responses followed by targeted questioning used to support and challenge students. We also use whole class questioning through the use of mini whiteboards for example.

Retrieval Practice:

Students ability to recall powerful knowledge so that they can ‘know more and remember more’ is a whole-school priority. Retrieving this key information allows students to make links between prior and new learning and supports students in making sure remembering that powerful knowledge becomes automatic (i.e. embedding it into their long term memories). Students will have homework set on Seneca Learning to support their ability to retrieve powerful knowledge and aid revision.

Effective Feedback:

Feedback consists of many things, including written and verbal feedback, whole class marking sheets, peer and self-assessment etc. The most important element of any feedback is how students use it in order to make progress, as well as how staff use it to adapt and amend their planning and teaching.

Effective feedback should:

- be timely and frequent
- generate action (much more for the student than the teacher)
- Be specific and focused on the most important areas to improve
- Be supported by advice on how to be successful and the next steps
- Allow time for DIRT to cultivate an environment whereby students become used to redrafting their work to develop and strengthen each piece.

Section 5: Homework

Purpose and Principles

At Nidderdale High School we believe that homework has the ability to improve the retention of knowledge and understanding for all our students; it is an integral part of the learning process. Homework that is effectively set has the capacity to enable our students to become more confident, independent learners, enabling them to embed those big ideas that unlock learning, thus having a positive impact on their progress ¹. When we teach and support students’ metacognition and metalearning, we see a positive impact on student outcomes, ² and the setting of homework can play a significant part in this process.

¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

² Jones, Andrew ‘Homework with Impact’ 2022

We set homework in three different categories:

Revision

- Homework for practice opportunities- Seneca Learning, retrieval tasks, quizzing, past papers
- Homework for consolidation
- Homework for retrieval
- Homework for timed essays or extended pieces of writing
- Homework for Vocabulary or key-facts learning and/or recall

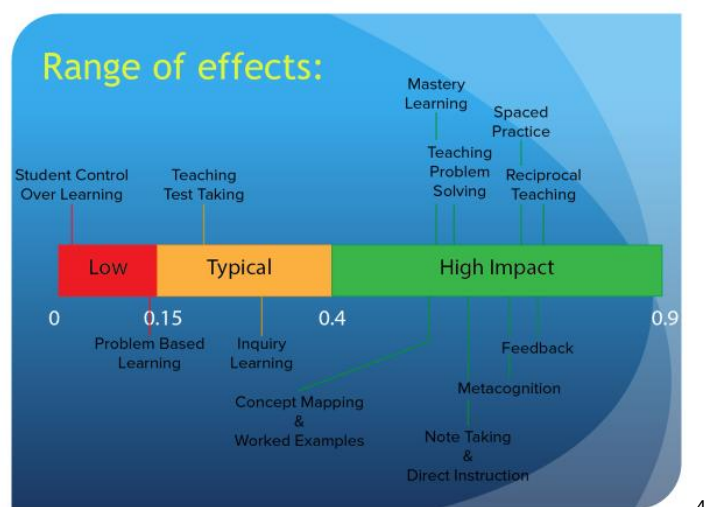
Reading

- Homework for reading/ previewing the curriculum
- Homework for dual-coding/summarising texts
- Homework for wider reading tasks for enrichment or consolidation

Research

- Homework for pre-reading/ previewing the curriculum.
- Homework to discover deeper knowledge and hinterland opportunities
- Homework tasks that allow students to preview or prepare for a new topic, such as key vocabulary definitions, pre-learning research, reading ahead or planning for future tasks

Research shows that homework that is specific and precise has more impact on learners than homework that is more open-ended³. Homework is most impactful when it is specifically connected to learning that has taken place in the classroom-or learning that will be taking place.



Research also suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative.⁵

Implementing the Homework Policy

There is an expectation that students would receive a variety of tasks over time. It may be necessary to model and scaffold certain homework tasks, so as to ensure they are effective and accessible and so that students feel they can access them without teacher support.⁶

³ Hattie, John 'Invisible Learning' 2009

⁴ Sherrington, T 'Links between Homework and Student Achievement' for Teachfirst 2018

⁵ Dabell, John 'Getting the Best out of Homework' Secondary Ed 2019

⁶ Jones, A 'Homework with Impact' 2022

Checking and Marking Homework

Checking homework is essentially like checking learning and can be done in a variety of ways, for example through targeted questioning, circulating around the room to look at homework completed, low stakes quizzing such as multiple-choice quizzes, mini whiteboards etc. Sometimes there will need to be more detailed feedback to students, which might come in the form of whole-class feedback for example.

Student Access

It is important to address any difficulties students may have with barriers to their ability to complete homework. Students may have issues with accessing online homework and computer tasks at home, for example, or lack of access to a quiet space for study. If any barriers become apparent, these should be discussed with Directors of Learning and the pastoral team, who can offer alternative strategies to support students to be successful.

Guidance on Amount of Homework

The EEF report on homework identifies that ‘short, focused homework tasks are more impactful at secondary level’⁷ providing homework is set regularly. It is important that students are given at least two days to complete and hand in homework.

Key Stage Three

Subject	Frequency	Time
English	Weekly	Approx. 20 mins
Maths		
Science		
Geography	Half-termly per subject (usually a larger project)	
History		
MFL		
Music		
Art	Half-termly per subject (usually a larger project)	Approx. 6 hours
Technology		
Food and Nutrition		

Key Stage Four

Subject	Frequency	Time
English	Weekly	Approx. 30-45 minutes
Maths	Weekly	
Science	Weekly	
Geography	Fortnightly	
History	Fortnightly	
MFL	Fortnightly	
Art	Fortnightly	
Product Design	Fortnightly	
Food and Nutrition	Fortnightly	
Computer Science	Fortnightly	
PE	Fortnightly	

⁷ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Section 6: Appendices

- 1) **Nidderdale Essentials**
- 2) [MLT Curriculum Design Principles and Properties.pdf](#)
- 3) [MLT Teaching and Learning KO .pdf](#)
- 4) <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>
- 5) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1697546123

Nidderdale High School – Lesson Essentials

“Freedom within a framework” – what great teaching looks like in every classroom, every day

1 Lesson Preparation & Environment

- ✓ Annotated seating plan on Arbor with key group information.
- ✓ Meet & Greet: set expectations.
- ✓ Starter task ready: retrieval, reading, or revision begins immediately.
- ✓ Environment supports literacy: key vocabulary, 3Ds, and knowledge organisers visible.

2 Curriculum & Planning

- ✓ Lesson links to prior, future learning and the purpose of learning are made explicit.
- ✓ Powerful knowledge & key vocabulary are front-loaded and revisited.
- ✓ Scaffolding is built into planning – sentence starters, writing frames, visuals, tiered questions.

3 Instruction & Modelling

- ✓ Explanations are clear, concise, and delivered in small steps to avoid cognitive overload.
- ✓ Expert modelling ('I do') – teacher demonstrates processes, thinks aloud, uses exemplars.
- ✓ Guided practice ('We do') – students practice with structured support.
- ✓ Independent practice ('You do') – students apply knowledge, scaffolds reduced or removed.

Questioning & Adaptive Teaching

- ✓ Cold calling and probing questions used to ensure all students think and participate.
- ✓ Understanding checked throughout – misconceptions addressed quickly.
- ✓ Questions are inclusive – SEND, disadvantaged, and quieter students are routinely involved.

Curriculum: Exceptional Curriculum Design - Principles and Properties

Principle 1: Powerful Knowledge <i>Knowledge matters: the concept of a knowledge-rich curriculum.</i>	Principle 2: Curriculum Coherence <i>How learning is structured/sequenced to fit together in a logical way, allowing connections to unify components into a body of knowledge</i>	Principle 3: The Progress Model <i>The curriculum is a progression model which is planned to meet learning needs for all students. A progress model measures progress in terms of knowledge gained (and retained).</i>	Principle 4: How students learn <i>The role of cognitive science in the curriculum is important to make learning 'stick' - the curriculum is successfully implemented so that students successfully learn the curriculum.</i>
 Powerful knowledge is the knowledge that takes students beyond their everyday experiences- knowledge that students wouldn't ordinarily have access to outside of school. Powerful knowledge makes us question 'what?' should be taught and 'why?' in our subjects- what is essential for students to know? Curriculum intents should identify the "best that has been thought and said" for designing the content so that students can become "knowledge rich" in our specialised subject knowledge, as can be seen in their vocabulary. Breadth and depth- Content should be suitably broad, at least include the 'essential' knowledge of the National Curriculum; this should not limit the depth of learning. Depth is where students make connections to prior learning and build on these, developing from simple to complex understanding. Threshold concepts are the ideas within a subject that students cannot progress without- the big ideas that unlock understanding, link to later learning and lead to understanding. Threshold concepts should form the basis of curriculum design so consideration has been made for the concepts that make the next stage of learning possible. Students who understand threshold concepts securely speak fluently using the academic language and vocabulary of the subject. Schema is a link/connection in knowledge. Curriculum documentation should map out clear links to the big picture of the 'topic' or key concepts to help students see connections. Links should be made explicit to students by their teachers as it helps them understand new things, build on prior learning and promotes retrieval practice and memory retention. Deep knowledge: Careful sequencing should build students to learn more deeply, applying learning to new contexts. Teaching also deepens understanding by activating hard thinking by questioning and asking students to elaborate and build on key ideas or concepts. Specialist subject vocabulary should be identified at every stage and explicitly taught to deepen knowledge and understanding. Students' fluent use of academic, subject-specific vocabulary in speech or text is a sign that they have grasped the concepts and ideas, particularly if they can use these words independently and accurately when presented with a new context / when applying knowledge to new situations or problems.	 Coherence is the idea that knowledge is logically sequenced, so that students can embed threshold concepts, regularly encounter these and make connections to prior learning. Intent- This is everything up to the point of delivery. The subject intent forms the backdrop to a coherent curriculum which is logically sequenced. Leaders and teachers should be able to articulate the 'what?' (the knowledge that is expected at each stage of learning), the 'why this?' (why this is essential knowledge) and the 'why now?' (why the sequence and ordering supports subsequent learning). Curriculum conversations with leaders provide opportunities to articulate the powerful knowledge and threshold concepts, the 'what, why this, why now?' and to outline examples of how learning is sequenced to support deep knowledge and memory. Structure- structured learning is not the structuring of activities, but the sequencing of knowledge. Schemes of learning should show consideration of the right components that enable subsequent performance. Students should encounter knowledge in the order outlined in the curriculum intent and schemes of learning. Sequence- the sequencing of knowledge is the order and positioning of knowledge ('why now?'). Sequencing should be logical and consider what students need to know now to better understand subsequent concepts and ideas so that learning develops incrementally over time. Thought should be given to the topics or components of knowledge that need to be taught first to unlock later parts of the curriculum. This is not about teaching the easiest parts first, but the intentional ordering that allows students to build their understanding gradually and make links to deepen their understanding. Connections (Schema)- Students learn by linking the knowledge they acquire through ever growing webs (mental models)- so knowledge needs to be taught in an organised manner that regularly and intentionally makes explicit links to prior learning to build understanding and to aid memory retention and mastery.	 Progress model is the idea that curriculum planning shows the precise knowledge and expertise that form the bedrock of what is to come. There should be clarity on what the curriculum is building towards. Inclusive and ambitious- The curriculum intent should remain the same for all students, regardless of starting points, so that we expect ALL students to know more and remember more and move students towards ambitious end points. The ambition is the same, but adaptations may be necessary- e.g. planning is adjusted to compensate for gaps, misconceptions or poor retention. Some students may require re-teaching or responsive teaching to embed the necessary knowledge that leads to understanding. Progress is students 'knowing more and remembering more' so they have the capacity to perform by drawing on what is known (applying their knowledge to new contexts). Curriculum progression- there should be a clear progression of knowledge which is designed so that students can make connections to prior learning to deepen their understanding as they move from simpler/concrete to more complex/abstract concepts. Stages of learning- Curriculum planning should show clarity of intent, so that teachers can clearly articulate what they expect students to know for each term/year/key stage of the curriculum. Key points of transition and understanding of threshold concepts mark students' readiness for the next stage. Outlining the content and concepts that are to be covered with students and signalling the transitions between different parts of the curriculum helps students to picture the curriculum and see the relationship between the different parts. Foregrounding and summarising the curriculum helps students to understand, memorise and make links. This can be done through presenting 'learning journeys', concept maps or knowledge organisers that focus on the content and big ideas. Mastery is when a student can use a concept or apply knowledge with complete independence, fluently and consistently over a period of time without pre-teaching. Mastery is the result of students acquiring knowledge, remembering it and becoming an expert learner.	 Learning is an alteration in long term memory. If nothing has been altered in long term memory, nothing has been learned. Students should recall information and learning should be durable (it lasts). Memory Strategies- Memory is the "residue of thought". It's important to make learning 'stick' for students, to become automatic, so that they can free up their working memory and learn more. By remembering, it enables students to make connections (schema) which helps them generate and multiply knowledge. Memory strategies should be explicitly taught to students and knowledge should be 'chunked' to help students remember it. Cognitive load theory should be considered in planning lessons and task design so that students can remember more- teachers should reduce all unnecessary information so that the essential information is retained. Revisiting and practising for memory- Teaching should activate prior learning so that students routinely draw on previously taught content to embed their learning. This can be achieved through recapping, reviewing main ideas, recall activities and regular opportunities for practice (e.g. retrieval practice strategies, knowledge quizzing, spaced practice/repetition, 'overlearning' and interleaving.) The curriculum should be designed with space in mind to provide opportunities for students to regularly practise a particular skill and apply knowledge. Content and concepts can be interleaved to enable students to forge deliberate connections. Explanation, modelling and scaffolding- Learning progresses through teacher instruction and explanation, especially at the 'novice' stage. Teachers need to regularly model their thought processes before students then practise themselves. A range of modelling techniques are effective, such as live modelling (giving a running commentary of your thought process to model thinking), modelling the struggle when going through a worked example, the 'I, We, You' model. Scaffolds make challenging material accessible- support should be gradually withdrawn over time to support mastery. Self-regulation and metacognition- Expert learners are able to review their own learning, determine their own learning goals and gaps, then plan how to improve through self-study. It is not enough for teachers to own the knowledge checking process- e.g. always setting quiz questions. Students have to learn how to self-study and revise using strategies from cognitive science. This is most difficult for students who have gaps in understanding (i.e. knowing how ideas connect) or memory (failing to retain). Enacted curriculum is the actual curricular content that students engage with in the classroom and as seen in books and student voice. A well designed curriculum means that students' books and 'voice' evidence that what was intended has been covered and that students have learned and remembered it.

Teaching and Learning: Exceptional Teaching Toolkit

Dimension 1: Understanding the content 	Dimension 2: Creating a supportive environment 	Dimension 3: Maximising the opportunity to learn 	Dimension 4: Activating hard thinking 
Teaching Standard 2, 3, 4, 6 ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 6: How can you plan a coherent curriculum?	Teaching Standard 1, 5, 7 ECF Module 1: How can you create a powerful learning environment? ECF module 5: How can you support all pupils to succeed?	Teaching Standard 1, 7 ECF module 1: How can you create a powerful learning environment?	Teaching Standard 2, 6, 7 ECF module 2: How do pupils learn? ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 5: How can you support all pupils to succeed?
Seminal Texts: Why Knowledge Matters-E.B Hirsch Mary Myatt: The Curriculum Gillian Kelly: Curriculum and the Classroom Kat Howard and Claire Hill: Symbolism: Curriculum and the Classroom	Seminal Texts: Daisy Christodoulou: Seven Myths about Education Matt Pinkett and Mark Roberts: Boys Don't try	Seminal Texts: Tom Bennett: Running the Room: The Teacher's Guide to Behaviour	Seminal Texts: Harry Fletcher Wood: Responsive Teaching: Cognitive Science and Formative Assessment in Practice Tom Sherrington: Rosenshine's Principles in Action
Element 1: Excellent teachers have a deep and fluent subject knowledge In the classroom: -teachers model excellence -teachers provide analogies, explanations and demonstrations -teachers provoke higher order thinking Element 2: Excellent teachers have knowledge of curriculum and sequencing In the classroom: -teachers explain the links and connections between concepts to support students to build key knowledge (complex mental models) -teachers connect learning to prior learning and plan activation of prior knowledge to support the long-term memory Element 3: Excellent teachers can effectively present explanations and analogies In the classroom: -teachers provide appropriately challenging learning activities -teachers provide explanations that students understand -teachers select good examples and vary their use of these -teachers have knowledge of relevant and appropriate assessment Element 4: Excellent teachers have knowledge of common misconceptions In the classroom: -teachers anticipate, challenge and address these misconceptions directly and explicitly -teachers use assessment strategies to identify misconceptions -teachers present the correct conception clearly and directly	Element 1: Excellent teachers engage in positive interactions and relationships with all students In the classroom: -teachers actively develop relationships based on mutual respect, care, empathy and warmth -teachers avoid negative emotions in interactions with students -teachers know their students well as individuals with specific needs -teachers are responsive to the cultural identities of their students Element 2: Excellent teachers promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care In the classroom: -teachers promote an environment where students respect and pay attention to each other's thoughts -teachers promote an environment where students feel safe to express their own thoughts -teachers promote an environment where students cooperate with each other and learn effectively together Element 3: Excellent teachers promote learner motivation In the classroom: -teachers actively motivate students to study, learn and engage through feelings of competence, autonomy and relatedness -teachers develop students' intrinsic motivation Element 4: Excellent teachers create a climate of high expectations In the classroom: -teachers teach with high challenge and high trust -learners feel it is okay to have a go -teachers demand high standards of work, engagement and behaviour from all students -teachers do not convey lower expectations for any subgroup, especially one where a common stereotype may be negative	Element 1: Excellent teachers manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time In the classroom: -teachers give clear instructions so students understand what they should be doing -teachers use and explicitly teach routines to make transitions smooth Element 2: Excellent teachers ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied In the classroom: -teachers ensure that rules and expectations are clearly understood and accepted by all students -Teachers treat rare violations fairly and appropriately Element 3: Excellent teachers prevent, anticipate & respond to potentially disruptive incidents thus reinforcing positive student behaviours In the classroom: -teachers have an acute awareness of what is happening in the classroom, even when their attention appears to be elsewhere -teachers also use precise praise, acknowledgement and positive reinforcement to support desired behaviour -teachers respond firmly and appropriately when disruption or disorder (persistent challenging behaviour) does occur, to minimise the effect on learning -Great teachers tailor their approaches to the individual needs of students with a history of challenging behaviour	Element 1: Excellent teachers structure learning appropriately In the classroom: -teachers give students an appropriate sequence of learning tasks including learning objectives and rationale -teachers match tasks to learners' needs and readiness -teachers promote and actively teach literacy, numeracy and oracy including Tier 3 (specialist) vocabulary -teachers scaffold and support to make tasks accessible to all, but gradually remove support so that all students succeed at the required level Element 2: Excellent teachers explain new ideas clearly In the classroom: -teachers present and communicate new ideas clearly, with engaging explanations -teachers connect new ideas to what has previously been learnt supporting the working and long-term memory (mental models) -teachers re-activate/check that prior knowledge is secure using examples and help build connections and understanding -teachers model and demonstrate new skills with appropriate scaffolding and challenge using worked/part-worked examples Element 3: Excellent teachers use questioning as part of their responsive teaching strategies to elicit evidence of understanding and progress In the classroom: -teachers use questions and dialogue to promote thinking among learners -teachers use questions to elicit student thinking, getting responses from all students -teachers use high-quality, regular and diagnostic assessment to evidence learning and respond appropriately Element 4: Excellent teachers use responsive and adaptive teaching strategies to guide students to improve their learning In the classroom: -teachers respond appropriately to feedback from students about their thinking/ knowledge/understanding -teachers give students actionable feedback (verbal and written) to guide their learning Element 5: Excellent teachers support students to embed learning In the classroom: -teachers give students tasks that embed and reinforce learning -teachers allow students to practise until learning is fluent and secure -teachers ensure that once-learned material is reviewed/revisited to prevent forgetting Element 6: Excellent teachers promote independence and metacognition In the classroom: -teachers help students to plan, regulate and monitor their own learning (metacognition) -teachers help students to progress appropriately from structured to more independent learning as they develop knowledge and expertise

Underpinned by the 4 Curriculum Design Principles: Powerful Knowledge, Curriculum Coherence, The Progress Model and How Students Learn

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead



OLIVIER CAVALIER

REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't. It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.
Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.
High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. I.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



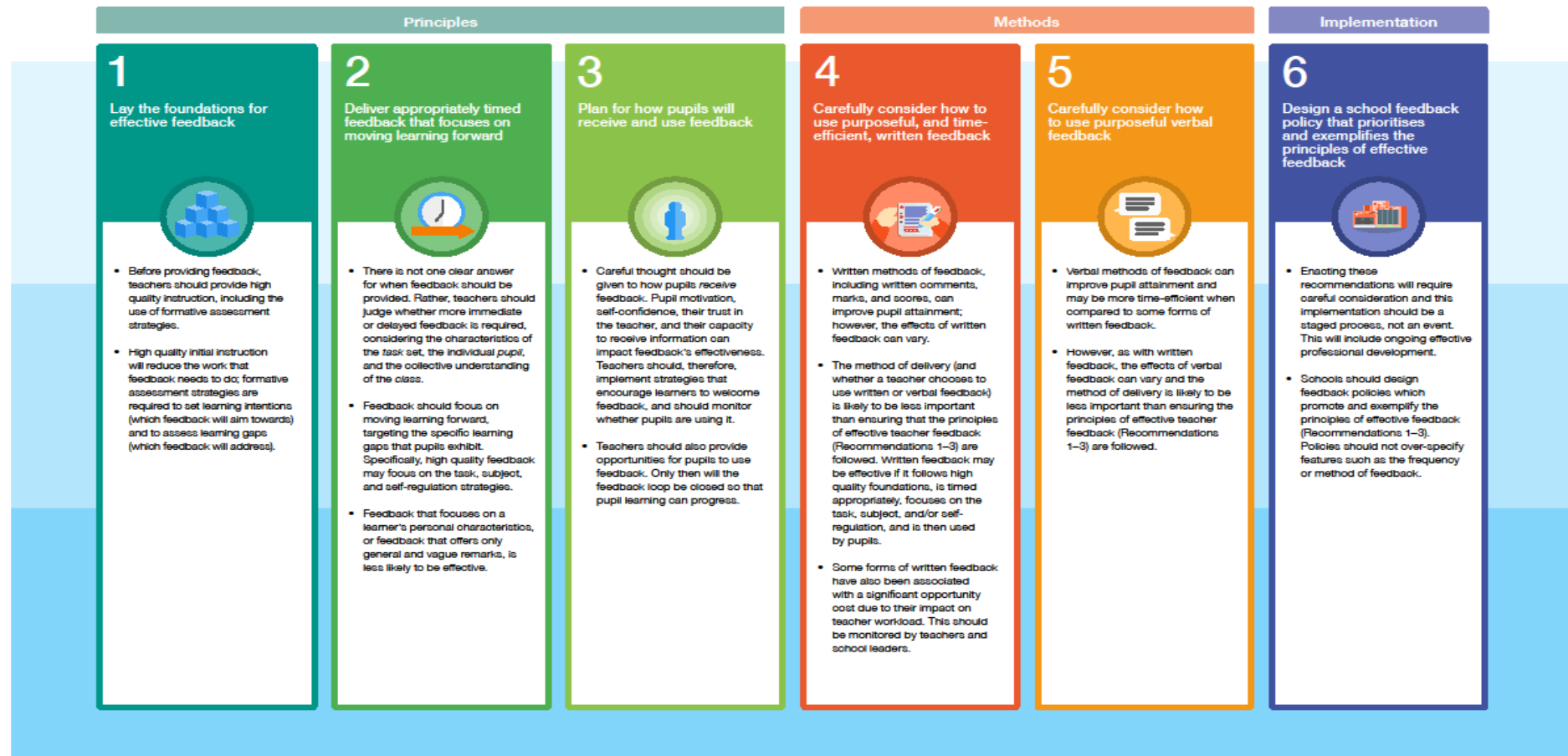
9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



Full document accessible here: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699603651