



Principles of Effective Teaching (based on Barak Rosenshine's *Principles of Instruction*)

REVIEWING TO RECALL MATERIAL

Daily review - review, revisit, re-teach >> reactivate >> recall

- reactivate via regular review of previous relevant learning (previous day, previous step in modelling etc)
- pupils are guided to explore understanding and justify explanation

Weekly/mid unit/monthly review (longer term retrieval practice)

Make checking accurate and easy

Remove cue-cards, prompts, scaffolds so pupils think for themselves

Vary the diet – teacher-led, verbal quizzing, written quizzing, explanation/tell the story, creating Knowledge maps, demonstration, performance...

Time efficient – rather than dominating whole lessons

Purposeful / explicitly linked to next learning)

SEQUENCING CONCEPTS AND MODELLING

Present new material in small steps with practice after each step

Limiting the amount of material pupils receive at one time

Sequencing - moving from the big picture to a detailed area of focus and back again to help create a schema and relate learning

Models - a central feature of good explanations.

Physical - representations of completed tasks, e.g. worked examples

Conceptual - acquiring, rehearsing and connecting background knowledge through instructional support

Explicit narration at each step of modelling - narrating thinking, skills being used and decision making

Scaffolds (only temporary)

Cognitive – (eg pupils observing a ('expert') teacher thinking aloud whilst modelling, correcting, solving etc)

Physical - eg cue cards, toolkits, checklists (ie stuff)

Combination – eg thinking aloud whilst improving, appraising, correcting a piece of prior pupil's work

QUESTIONING

Questioning - CFU (*Checking for Understanding*)

- Ask a large number of questions and check for understanding of what has been taught
- Ask pupils to explain what they have learned
- Check the response of all pupils
- Provide systematic feedback and corrections of misconceptions

Cold calling —no hands up, no volunteers!

No opt out —return to pupils to give the right answer

Say it again better— try again, making sure to add...

Think, pair, share—specific time-cued task

Whole class response—whiteboards/other resources

Probing—ask 3/4/5 questions

CFU *That's interesting, what makes you say that* *That's true, why do you think that is?*

Is there a different way to say the same thing? *Show me where that happens?*

Explain how you worked that out? *So, what happens if...?* *Who agree/disagree with that? Why?*

How do you know that? *Where did that idea come from?* *What would be the opposite of...?*

STAGES OF PRACTICE (overlaps with all the above)

Guided practice

Teachers need to be up close to pupils' initial attempts, making sure that they are building confidence and not making too many errors. Guided practice requires close supervision and feedback to ensure misconceptions and errors don't embed

Independent practice

Important that practiced material is the same in independent practice as guided practice

Independent practice is monitored closely and needs to be extensive and successful for skills and knowledge to become automatic.

High success rate in questioning and practice. Aim is for 80%+