



Principles of Teaching

Principles of strong practice		So that...	
1 - High expectations of behaviour for learning (see also Behaviour for Learning Policy)			
a) Well-established, consistently applied routines and effective classroom management		a) lesson time is maximised	
b) Consistent application of the behaviour for learning policy		b) learning is disruption-free and pupils are self-regulated	
c) Active participation and pupil effort is insisted upon - non-compliance and passivity are challenged		c) pupils are engaged in thinking hard about key learning	
d) Effort is reinforced and recognition provided		d) pupils understand the relationship between effort and achievement and are motivated learners as a result	
2 - Quality of instruction			
a) Highly effective and well-sequenced explanations		a) key ideas are understood quickly	
b) Clearly defined learning intentions		b) pupils have clarity around what they are learning and the outcome	
c) New knowledge is founded upon old knowledge		c) pupils build on their existing knowledge, learning and remembering more	
d) Modelling is highly effective with appropriate scaffolding		d) pupils know what excellence looks like as well as the steps to achieve it	
e) Carefully planned and targeted questioning		e) optimum understanding and challenge is enabled and hands up is rare	
3. Curriculum and subject knowledge			
a) Teachers have expert subject knowledge and plan for rich and stimulating opportunities		a) pupils are successful in their understanding of the content and next steps	
b) Misconceptions are planned for and rapidly addressed		b) misconceptions are quickly overcome	
c) Comprehensive understanding of the curriculum - why this, why now		c) teachers and pupils are clear on the sequence of learning and understand where the content fits with previous and future learning	
d) Plan for, promote and uphold the highest standards of reading, writing and oracy		d) pupils read, write and speak with fluency and accuracy	
4. Learning and making it stick			
a) Making connections between underlying concepts		a) pupils can make links across and between subjects and skills	
b) Regular low stakes testing		b) learning is embedded into pupils' long term memory	
c) Deliberate practice is planned for and effective		c) pupils can develop fluency and accuracy in key skills	
d) Learning is interleaved and prior knowledge revisited		d) pupils know more and remember more and prior learning is activated	
e) Clear understanding of the demands of assessment, and how to effectively prepare pupils		e) pupils are resilient learners who perform well in examinations and assessments	
5. Adaptive planning and responsive teaching			
a) Planning is adapted for the pupils in front of you (including resources)		a) provision is personalised for all pupils	
b) Pitch high for all		b) all pupils are challenged and learning takes place at an appropriate pace	
c) Adapt teaching as needs emerge		c) misconceptions are dealt with effectively	
d) Appropriate provision and support is made for learners with additional needs		d) all pupils make exceptional progress	
e) Adaptations are made to ensure the classroom is truly inclusive		e) all students are included in the learning	
6. Effective feedback (see also Assessment and Feedback Policy)			
a) Feedback is specific, accurate and clear		a) pupils understand their strengths, next steps and misconceptions	
b) Timely feedback to maximise learning		b) pupils swiftly address misconceptions	
c) Time to reflect and act upon feedback		c) pupils are self-regulated learners	
d) Appropriate feedback method selected		d) pupils receive the most impactful and effective feedback	
e) Assessment for learning is used effectively		e) teachers know what knowledge and skills need re-teaching, re-visiting and further deepening that were not understood first time	

High Expectations of Behaviour for Learning		
Positive Relationships Establish your Expectations Signal, Pause, Insist Positive Framing Rehearse Routines Choices and Consequences	Assertiveness Getting Lessons Started Gather Round Keeping on Task Silence is Golden Transitions Between Activities Lesson Disruption Perspective: dot in the empty square	Front Loading Behaviour Management Seating Plans Build a Vocal Repertoire Certainty v Severity Modelling Mindsets Pastoral Conversations Ending Lessons Repair and Rebuild
Quality of Instruction		
Worked Examples and Backwards Fading Dual Coding Deliberate Vocab Development Small Picture Big Picture Abstract Models with Concrete Examples Live Modelling Scaffolding Metacognitive Talk Set the Standards Head-on Misconceptions Cold Calling Think Pair Share Show Me Boards Check for Understanding Say It Again Better Probing Questions Process Questions	Pre-reading instructions for Complex Texts Whole Class Reading Routines Developing Reading Fluency Summarising Academic Reading Giving a Practical Demo Dual Coding: Diagrams Analogies SEND: Addressing Cognitive Difficulties Compare, Contrast, Categorise Exemplars No Opt Out Hands Up for Questions and Ideas Randomised Questions Normalise Error and Uncertainty	Giving an Explanation Examples and Non-examples Sequences, Causes and Consequences Predict and Verify Chunking Advance Organisers The Creative Writing Process Writing: developing academic voices Graphic Organisers: Kernel Sentences Modelling Handover: I do, we do, you do Cold Call Variations Strategies to Check for Understanding Class Discussion Show Call Scaffold Verbal Responses
Curriculum and Subject Knowledge		
Designing a Knowledge Rich Curriculum Sequence Concepts Coherent Mapping Blend Knowledge and Experience Pitch it Up Plan for Reading Tiered Questions and Problems Deliver Core; Signpost Hinterland Collaborative Learning Enquiry Projects Open response Tasks Oracy: Debating Oracy: Talk for Writing Oracy: Instructional Inputs	Trivium in Practice Mode A: Mode B Diversity: Curriculum Planning Authentic Connections Themes and Topics Learning Objectives v Tasks Teach to the Top SEND: Aim High Textbooks and Workbooks Hands On Oracy: Public Speaking Oracy: Presentations Oracy: Recitation and Performance Off-piste Museum and Gallery Visits Online Class Forum	Big Questions Museum Curation Analogy Inter-disciplinary Units Principles of Curriculum Implementation Types of Subject Knowledge Building a Culture of Reading Assessment: Test Design Assessment: Triangulate the Data Adaptive Online Assessment Platforms Comparative Judgement Play Detective Ambiguity and Uncertainty Activity Rotations Creativity: Opportunities for Choices Creativity: Opportunities for Experimentation Play in Practice Role Plays and Simulations Deep End Keep it Real: Authentic Products
Learning and Making it Stick		
Quizzing Elaborative Interrogation Using a Knowledge Organiser Rehearsal and Performance Peer-supported Retrieval Weekly and Monthly Review Concrete Examples Guided Practice Independent Practice Building Fluency Homework as Guided Study Independent Learning: Pre-reading	Make Everyone Think Multiple-choice Questions Flash Cards Dual Coding: Mapping Practise Explaining Thresholds and Pathways A Ladder of Difficulty The Face It Revision Model Self-directed Learning	Synoptic Practice Questions A Repertoire of Retrieval Routines Consolidation Accountable Independent Reading Close Reading Vocabulary Choral Response Sustained Independent Practice Working with TAs Independent Learning: Video Tutorials
Adaptive Planning and Responsive Teaching		
Cold Calling Think Pair Share Show Me Boards Check for Understanding Say It Again Better Probing Questions Process Questions	Responsive Teaching Teach to the Top SEND: Aim High Normalise Error and Uncertainty No Opt Out Hands Up for Questions and Ideas Randomised Questions	Cold Call Variations Strategies to Check for Understanding Class Discussion Show Call Scaffold Verbal Responses
Effective Feedback		
Feedback that Moves Forward Feedback as Actions Whole Class Feedback	Redrafting Selective Marking Spot Your Mistakes Success Criteria	Short Feedback Loops CRAFT Feedback Time Assessment for Student Agency Formative Use of Tests Assessment Portfolios

