

Principles of Teaching & Learning

Teachers...	So that...
1. <u>Curriculum Planning</u>	
<ul style="list-style-type: none"> a. Maintain curriculum specific expertise b. Plan to address misconceptions c. Have a comprehensive understanding of curriculum content d. Promote & uphold the highest standards of literacy e. Maintain up to date subject knowledge 	<ul style="list-style-type: none"> a. Pupils are successful b. Pupils overcome common misconceptions c. All pupils have access to mastery d. Pupils read, write and speak with fluency and accuracy, including technical language e. Pupils are taught correct knowledge and skills
2. <u>Behaviour and Relationships</u>	
<ul style="list-style-type: none"> a. Form positive relationships b. Model the values and ethos of the school c. Model desired learning behaviours d. Establish and embed routines e. Apply the behaviour policy consistently f. Reinforce the value of effort and provide recognition 	<ul style="list-style-type: none"> a. Pupils and staff enact the Trust's core value of respect b. Pupils enact the values and ethos of the school c. Pupils enact expected behaviour d. Minimal time is wasted dealing with low-level disruption e. Pupils can learn free from distraction f. Pupils link effort to achievement
3. <u>Explaining and Modelling</u>	
<ul style="list-style-type: none"> a. Have explicitly defined outcomes b. Plan so that new knowledge is founded upon old knowledge c. Present new learning in small, sequenced steps d. Give highly effective explanations, use models and worked examples e. Model excellence and how to achieve it f. Provide scaffolds for difficult tasks which are gradually withdrawn g. Pitch every lesson high h. Adapt teaching to achieve a high success rate for ALL pupils 	<ul style="list-style-type: none"> a. Pupils have complete clarity around what they are learning and what success looks like b. Pupils can learn new ideas by reference to ideas they already know and build accurate schema c. Cognitive overload is minimised d. Pupils quickly grasp new vocabulary and ideas e. Pupils know what success looks like and how to achieve it f. Pupils are able to access the curriculum and develop expertise g. Pupils are challenged and kept in the 'struggle zone' h. ALL pupils make exceptional progress
4. <u>Questioning and Feedback</u>	
<ul style="list-style-type: none"> a. Promote active participation not compliance through asking lots of questions b. Select appropriate questioning strategies to check for understanding from ALL pupils c. Normalise error and uncertainty d. Provide specific, accurate, clear and timely feedback 	<ul style="list-style-type: none"> a. ALL Pupils are engaged in thinking b. ALL pupils make exceptional progress c. Tackling errors and misunderstandings are a low threat part of learning d. Misconceptions are addressed at the earliest possible moment and pupils can swiftly unlock further learning
5. <u>Practice and Retrieval</u>	
<ul style="list-style-type: none"> a. Plan rehearsal of new learning b. Plan for short-term and spaced retrieval practice, using regular, low stakes testing & retrieval tasks c. Plan for interleaved learning 	<ul style="list-style-type: none"> a. The new learning is secure enough for retrieval practice b. Pupils embed learning into their long term memory c. Pupils revisit material in ways which strengthen long term memory and build meaningful schemata
6. <u>Mode B Teaching</u>	
<ul style="list-style-type: none"> a. Provide meaningful homework as guided study b. Provide opportunities to develop oracy c. Provide opportunities for independent practice d. Provide opportunities for structured collaborative learning 	<ul style="list-style-type: none"> a. Pupils are curious, fluent and have extended knowledge b. Pupils are confident speakers c. Pupils embed learning into long term memory d. Pupils share cognitive load and peer feedback