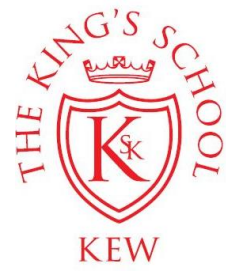# Our pedagogical principle 1

*Highly effective teaching and learning is dependent on…*

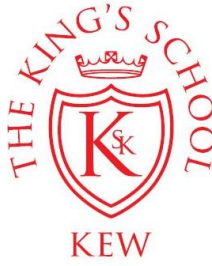**Rosenshine's Principle:**

## 1. Daily review

**Building on what pupils already know**

**This could happen by:**

- Knowledge organiser (WT1 p116)
- Interleaved Quiz – e.g. starbursting
- Graffiti maps/word diagrams
- Talk partner activities - each one teach one, questions (WT1 p115)
- Entry learning tasks - Diamond 9 – Fish bone – Thought shower
- Key vocabulary activities – flash cards (WT2 p120)
- True / false games
- Sometimes, always, never
- What's the same?  - What's different?
- Peer supported retrieval (WT1 p120)

*Living and learning by the values of love, compassion and respect*

# Our pedagogical principle 2

*Highly effective teaching and learning is dependent on...*

**Rosenshine's Principle**:

## 2. Present new material using small steps

**Effective instructional strategies to reduce cognitive overload**

**This could happen by:**

- Segmenting and chunking of information/ small steps (WT3 p90)

- Clear instructions –**reduce written information on PowerPoints and teacher talk at same time** (WT1 p82, WT3 p82)

- Break down subject content when introducing new topics and pause regularly to check understanding. (RPiA p16)

- Cognitive aids: **checklists for completing complex instructional tasks, worked problems as examples, a glossary for new vocabulary/terminology.** (WT2 p76 & p84)

- Dual coding: **using images to support** (WT1 p70, WT2 p86)

# Our pedagogical principle 3

*Highly effective teaching and learning is dependent on…*

**Rosenshine's Principle**:

## 3. Ask questions

**High quality questions from adults**

**This could happen by:**

- Plan for higher-order questions (for all)
- Cold calling/ randomised (WT1 p90, WT2 p102, WT3 p104)
- Process questions – how do we know we know? (WT1 p102, WT2 p102, WT3 p104)
- Display questions in classroom
- Regular audit of adult questioning
- Question grids for adults / pupils to use
- Start lesson with key learning question
- Give thinking time/ no opt out (WT2 p98)
- Pre warning children – I am going to ask  x x
- Give an answer – What is the question?
- Questions which provoke discussion -no one or right answer (WT1 p100, WT3 p108)
- Understanding when and how to use shallow and deep learning (WT1 p108)

# Our pedagogical principle 4

*Highly effective teaching and learning is dependent on...*

**Rosenshine's Principle**:

## 4. Provide models

**Modelling learning**

**This could happen by:**

- Exemplars that can be used as scaffolds (WT2 p94)
- Modelling handover: I do, we do, you do (WT3 p100)
- Live modelling (WT1 p78)
- Conceptual models, e.g. S/L/G particles
- Explicit narration of our thought processes
- Link abstract ideas to concrete examples (WT1 p76)
- Provide worked examples (WT3 p84)
- Incorporate on working walls
- Problems linked to real life experiences
- Varying contexts/applying knowledge (e.g maths - addition in a variety of ways/in a variety of questions)

# Our pedagogical principle 5

*Highly effective teaching and learning is dependent on…*
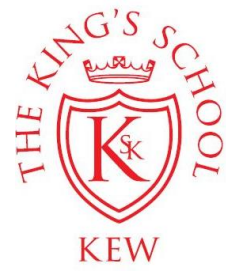
**Rosenshine's Principle**:

## 5. Guide student practice

**Structured and supported reflection and teaching of metacognitive behaviours**

**This could happen by:**

- Guided practice (WT1 p126)
- Close supervision of students working
- I say, you say; my turn, your turn (WT3 p136)
- Whole class feedback (WT1 p108)
- Short feedback loops (WT3 p114)
- Learning Certainties used to reflect / praise/
- 'Step in , step out' if a child is asking a question – step in to give them some information, then step back
- Spot your mistakes (WT2 p110)
- Selective marking (WT2 p108)
- C/R/A/F/T feedback time (or DIRT) (WT3 p116)

# Our pedagogical principle 6

*Highly effective teaching and learning is dependent on…*
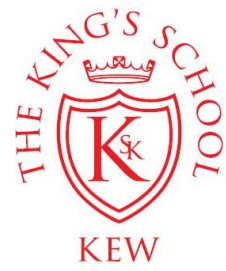
**Rosenshine's Principle**:

## 6. Check for student understanding

**Regular and effective verbal feedback**

**This could happen by:**

- Pupil conferencing
- Verbal rather than written, marking code Pupils take responsibility for recording their feedback *my feedback is… my next step is…..*
- Time to reflect on feedback (WT3 p116)
- Peer feedback – **establish feedback partners**
- WILF  - teacher evaluation of learning
- Think , pair, share (WT1 p92)
- Use of lolly sticks/ white boards, show-me boards (WT1 p94) **(no hands up policy)**
- Check for understanding (WT1 p96)
- Say it again better (WT1 p98)
- Feedback as actions (WT1 p106)
- Hand signals, scales 1-5, yes /no/ maybe, response cards,  agree/disagree/unsure etc.
- Agree, build, challenge (NB)

# Our pedagogical principle 7

*Highly effective teaching and learning is dependent on...*

**Rosenshine's Principle**:

# 7. Obtain high success rate

**Effective assessment to inform learning and teaching**

## This could happen by:

- Each student has an 80% success rate
- Knowing pupils start points - **Use of FFT to know end of key stage targets**
- Clear OL and WILF every lesson
- Verbal feedback throughout learning
- Individualised targets for writing
- Effective AFL throughout learning time
- Pupil evaluation against WILF
- Peer discussion and feedback before adult feedback
- Pupil assessment of OL – assessment buddies
- Q & A , Why and How questions **(open ended / big ?s)**
- Quizzes, summarise - in a nutshell
- Assessment pyramids/triangles – **plenary**

 **1 thing I knew already, 2 questions I have, 3 things I have learnt**

- KWL grids – used at start and end of a topic
- Odd one out https://pstt.org.uk/resources/curriculum-materials/bright-ideas
- Big picture, small picture (WT1 p74)
- Consolidation (WT3 p130)

# Our pedagogical principle 8

*Highly effective teaching and learning is dependent on…*

**Rosenshine's Principle**:

## 8. Provide scaffolds for difficult tasks

**Carefully selected**

**scaffolding techniques**

**This could happen by:**

- Scaffolding (WT1 p80)
- Metacognitive talk: narrate the thinking (WT1 p82)
- Guided group work
- Live modelling -**constructing/grammar/vocabulary choices/improving/editing/ purposeful errors** (WT1 p78)
- Shared writing (whole class/group), guided writing (group)
- Use of visualiser to model and show exemplars
- Modelling mastery in maths - **use of resources/ mathematical thinking/ explanations/ vocabulary/Problem solving strategies**
- Learning walls – for pupils to reference
- Resources – wordbanks etc.
- Talk / writing frames (WT3 p112)
- Graphic organisers -*table, chart, grid, matrix, Ishikawa diagram (fishbone),Venn diagram, bar chart, ETC.* (WT3 p98)
- DARTS activities **( directed activities related to text)  - gap-filling - missing words, phrases or sentences ETC.**

# Our pedagogical principle 9

**Rosenshine's Principle:**

# 9. Independent practice

**Creating a positive learning environment with a 'Growth mindset' culture**

**This could happen by:**

- Independent practice (WT1 p128)
- Creating a can do culture - **I can' t do….. yet**
- Mistakes are learning opportunities (model them) **(who is the best teacher in the world – Miss Takes)**
- Encouraging risk taking in learning
- Reflection – what can I do to improve?
- Using Learning Certainties to feedback on the learning process **(developing our learning powers)**
- Child generated success criteria –**developing ownership of learning**
- Classroom is a 'no put down zone'
- Encourage collaboration, teamwork, peer learning – **(teach good teamwork)**
- Shared mind maps - all contribute/add to
- Practice explaining (WT2 p124)
- Sustained independent practice (WT3 p138)
- Teaching assistants working in tandem (WT3 p140)
- Independent selection of resources (teach/ how/ what/when/why)

# Our pedagogical principle 10

*Highly effective teaching and learning is dependent on…*

**Rosenshine's Principle**:

## 10. Weekly and monthly review

**Creating regular habits for learning**

**This could happen by:**

- Weekly & monthly review (WT1 p122)
- Regular recap / summary of learning (mini plenaries)
- Think, pair, share/each one teach one/pop corn
- In a nutshell – recap at different points
- Reflection journals/ whole class reflection
- Exploration time – explore task/idea independently
- Group work – envoys – (roles taught/ rotated)
- Morning starter – thinking question
- Entry slip/ exit ticket – (what have you learnt)
- Revisit KWL grid
- Peer supported retrieval (WT1 p120)
- Retrieval routines (WT3 p128)