

Our Pedagogical Approach

1. Review and Retrieve

Reflection

Children should be engaged in reviewing learning to support the cumulative development to fluent recall of knowledge and mastery of skills over time.

- **Revisit:** photograph to talk about, make a poster, record a video clip
- **Retrieval:** mini quiz
- Review learning journey wall and knowledge organiser assessment—**knowing and remembering more**



2. Make Learning Explicit

Share the Learning Intention at the beginning of the lesson and discuss the learning that will take place. Revisit this regularly.

All children should 'know more and remember more'.

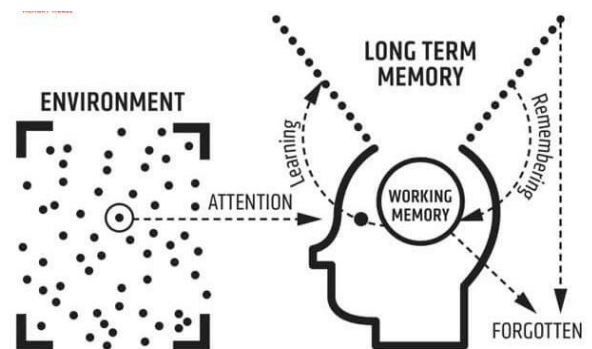
Learning Intentions

What will the children learn? (not do)

Articulate the Learning

Regularly ask children to articulate their learning e.g. I have learnt..... this is important because it helps

This will help move learning from working memory to the long term memory.



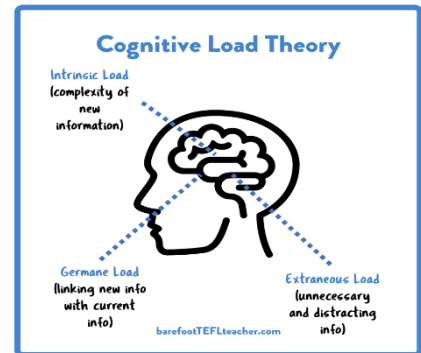
3. New Material in Small Steps

Cognitive Load Theory

1. Break the learning down into small steps

Success Criteria – Steps to Success

2. Use regular pause points
3. Use dual coding— combining meaningful visuals with integrated text, WAGOLLS
4. Reduce visual noise



4. I Do-We Do-You Do

Rosenshine's principles of instruction ensure children progress to independence;

I do, we do, you do it together, you do it alone

Teacher Modelling

Give worked examples – model teacher thinking and expectations. Think out loud. Leads into independent practice

From Guided to Independent

1. Resources & scaffolds—help children make connections. Scaffolds should allow for progression from guided to independent practise.
2. Repetition—develops fluency and embeds key concepts in long term memory
3. **Success criteria & assessment for learning strategies** are used to check understanding for all children, address misunderstandings and adjust future teaching.
 - Repetition—games, songs, sensory activities
 - Recording: annotated photograph, speech bubble, post it note, QR code, write a sentence, mind map, interactive display, voice recorder

5. Ask Relevant Questions

Questions that engage ALL pupils, not just a few!

Use techniques that allow everyone to participate, such as show what you know or think-pair-share

1. Cold Calling

Objective: to engage all students in teacher-student dialogue with time to think, preventing students from being overlooked, dominating, or hiding from involvement in dialogue.

Practice:

- All students in the class should be involved.
- For this method, don't get students to raise hands.
- Ask questions and select students to respond, based on your knowledge of the class.
- Students should 'not be allowed to hide, dominate or be overlooked'.

2. No 'opt-out'

Objective: for students to feel safe offering answers of which they are unsure and not form a 'habit of ... "I don't know" ... as a get-out'.

Practice:

- When students say they don't know the answer or get an answer incorrect, 'move to other[s] ... or provide the correct answer ... then go back to all those students who made errors or couldn't answer'.
- If students 'don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers'.

3. Say it again, better

Objective: to provide students with a second opportunity to respond to questions.

Practice:

- Provide students with 'an immediate opportunity to give an improved response'.
- Don't 'inhibit students when they are unsure'.
- Don't 'allow [students] to assume mediocre answers are good enough'.

This strategy aims to help students add 'depth, accuracy and sophistication' to their answers.

‘Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.’ (Rosenshine, p. 14.)

4. Think, Pair, Share

Objective: to get students to work effectively in pairs as a means of involving all students and generating more material to be explored in subsequent discussions.

Practice:

- Put students in pairs. Give them a specific, time-cued task. Give them time to think, discuss their thoughts, prepare to give answers and rehearse them to one another. On time, bring the class together with a signal. ‘Then engage in probing, cold-call questioning, asking them to report back ... [Or] get them to explain things to each other or ... take turns to quiz each other’.

5. Whole Class Response

Objective: to get a response from every single student in the class at the same time, to provide feedback about the success of the teaching and learning.

Practice:

- Get a response from all students in the class to a question, problem or task – e.g., multiple-choice questions, diagrams or calculations. This can be done verbally or through a written task.
- Engage with ‘responses and then adjust your teaching accordingly’.

6. Probing

Objective: to ask each student multiple responsive questions, to explore their level of knowledge and understanding.

Practice:

Tom Sherrington recommends that teachers should make ‘it the default that, in any given exchange, [teachers] are asking each student three/four/five questions, before moving on’.

This allows the teacher to probe for understanding, check for misconceptions, add extra challenge, and provide scaffolding.