

<p><b>LESS IS MORE</b> <b>COGNITIVE LOAD</b></p>	<ul style="list-style-type: none"> <li>○ Ensure that slides and the learning environment takes into consideration cognitive load. Ensure that only essential information is on the slides and that this impacts on the amount of teacher/pupil talk.</li> </ul>
<p><b>CONNECTING LEARNING</b> <b>RETRIEVAL PRACTICE</b></p>	<ul style="list-style-type: none"> <li>○ All teachers are expected to start sessions, with the 'connecting learning' slide directing learning so the children can link prior learning. To support this, where possible, all materials should be available on the desks for pupils to scaffold their learning. A bank of scaffold resources or knowledge organisers are available to support during the connecting learning process.</li> </ul>
<p><b>PLOT A JOURNEY</b></p>	<ul style="list-style-type: none"> <li>○ Chunk your lessons and build in regular checkpoints to refocus and check/test understanding. Use pictures, videos, group work, discussion and movement in the class to vary the learning experience.</li> </ul>
<p><b>THINKING OUT LOUD</b> <b>METACOGNITION</b></p>	<ul style="list-style-type: none"> <li>○ It is important to model what great performance looks like and even more important that you model the process (METACOGNITION) of how to approach problems/tasks. Use talking out loud strategies to model your thought process and build upon this by asking children to share their thought processes.</li> <li>○ Get pupils talking and thinking about how they would attempt a task. Get their brains engaged in higher level thinking skills linked to the Blooms Taxonomy.</li> </ul>
<p><b>MODELLING</b> <b>INSTRUCTION</b></p>	<ul style="list-style-type: none"> <li>○ Use gradual release response of the I do, we do, you do approach to ensure that all pupils are scaffolded appropriately in the main input. Whilst working towards independent practice, it is vital that the class teacher uses effective questioning and AfL strategies to ascertain which pupils will need further support.</li> <li>○ Other examples of modelling such as worked examples are on the rubric.</li> </ul>
<p><b>QUESTIONING</b></p>	<ul style="list-style-type: none"> <li>○ Using a range of questioning and cooperative learning strategies will support pupils learning. The use of question openers such as how and why ensure that children have to give more detailed responses instead of maintenance questions which have one-word responses.</li> <li>○ Cold calling is vital within school. We have a no-hands up approach. However, this has to be inter-changeable with the class teach using their discretion when it links to pace and outcomes.</li> </ul>

<p><b>ORACY</b> <b>INSTRUCTION</b></p>	<ul style="list-style-type: none"> <li>○ Oracy within the classroom is vital. Slides should have specific sentence stems displayed on them which would support aspects of focused learning that children can use during talk activities.</li> <li>○ Talk frames should be displayed in the classroom environment and should be used when organically discussing learning as a scaffold to facilitated improved dialogue. The agree/disagree talk frame supports metacognition.</li> </ul>
<p><b>WAIT AND WAIT</b></p>	<ul style="list-style-type: none"> <li>○ Do not allow any pupil to simple say 'I don't know' give them wait time to think, let them look at their books before attempting to answer. Use ask a friend strategy, if a child is becoming distressed.</li> </ul>
<p><b>CIRCULATION</b></p>	<ul style="list-style-type: none"> <li>○ When the pupils are engaged in their main task, class teachers need to circulate. Class teachers will have a solid understanding of who needs to supports from their questioning and AfL during their main input. If a common misconception is taking place, the whole class will need feedback and potential re-modelling. Use live feedback during circulating to have the largest impact on pupils' outcomes.</li> </ul>
<p><b>SCAFFOLDS</b> <b>INSTRUCTION</b></p>	<ul style="list-style-type: none"> <li>○ As we want all children to access the same learning, we need to ensure that our approach to gradual release and scaffolding is coherent. Scaffolds need to be pitched appropriately and children need to be skilled at using them, with support from support staff or class teacher, to ensure that pupils can achieve success at the appropriate level.</li> </ul>
<p><b>LIVE CRITIQUE</b> <b>(VISUALISER)</b></p>	<ul style="list-style-type: none"> <li>○ To support the transition to the next lesson, all teachers are expected to close sessions by, contextualising learning and supporting an evaluation of how outcomes have been met. This will mainly be completed by live critiquing of a pupil's learning using the visualiser to share good practice and misconceptions with the class.</li> </ul>
<p><b>WHOLE CLASS OR</b> <b>INDIVIDUAL FEEDBACK</b></p>	<ul style="list-style-type: none"> <li>○ Feedback is vital and as indicated earlier, the most impactful feedback takes place live in lessons. However, when feedbacking in books or in the whole class feedback book, staff need to ensure their feedback is actionable and appropriate. All staff need to ensure pupils are accountable for acting upon their feedback.</li> </ul>