



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