Teaching and Learning Handbook

Our Teaching and Learning Principles

High Expectations

Every child is expected to achieve their full potential through a culture of the highest expectations, limitless ambition, challenge, and aspiration. Teachers model a rigorous work ethic and maintain consistently high standards for behaviour, effort, and outcomes. We expect at least 90% of children to reach age-related expectations in each subject and at least 40% to be working at greater depth.

Inclusive and Adaptive Practice

Teaching is responsive to the diverse needs of learners. Lessons are adapted to support SEND pupils and stretch more able learners, ensuring all children access the full curriculum and make progress.

Evidence-Informed Instruction

Teaching draws on high-quality research, including Rosenshine's Principles of Instruction and the Direct Instruction model. Lessons are structured to reduce cognitive load, build knowledge incrementally, and secure long-term learning.

Broad and Engaging Curriculum

Pupils experience a rich, balanced curriculum that nurtures curiosity, creativity, and resilience. Learning is purposeful, relevant, and sequenced to ensure progression across all subjects.

Positive Learning Environment

Classrooms are calm, orderly, and inclusive. Relationships are built on mutual respect, and routines are explicitly taught to maximise learning time and pupil independence.

Assessment for Learning

Ongoing assessment is used to inform teaching, identify misconceptions, and adapt instruction. Feedback is timely, specific, and designed to move learning forward, supporting pupils to reflect and improve.

Our Curriculum

We are committed to the development of our children in the fullest sense. We strive to ensure our children are happy and successful and grow during their time with us to be ambitious and resilient.

Our talented teachers inspire and motivate children to encourage scholarship, intellectual curiosity, independent thought, and effective learning habits, supported by our **Learning Powers** reward system. We aim to combine academic excellence with an outstanding range of opportunities through our innovative and exciting curriculum.

The school adopts a "Teach to the Top" approach to encourage lessons which provide challenge for all pupils, including pupils with SEND as well as more able pupils. It is through providing good challenge that pupils become resilient learners.

The ambitious curriculum at Theale CE Primary has been carefully developed to logically sequence knowledge and skills acquisition;

Visit https://www.thealeprimary.co.uk/curriculum/the-curriculum.

The learning sequence is captured in progression maps, while knowledge organisers explicitly capture the knowledge that child need to learn and remember. For each subject, there are individual folders on Microsoft365 > Teaching Drive > Curriculum, where teachers will be able to find Medium Term Planning (MTPs) including lesson objectives and key vocabulary that is explicitly taught, as well as weekly lesson resources.

The importance of Subject Knowledge

A secure subject knowledge is essential for accurate teaching as well as engaging pupils and correcting misconceptions (Teachers' Standards, DfE) [1]. For this reason, Theale CE Primary deploys subject specialist teachers at every opportunity. This ensures teachers have a deep, accurate knowledge of the subjects they teach, they are able to sequence content logically, anticipate and address misconceptions and provide clear explanations and models.

It is vital that teachers work to ensure their own subject knowledge is secure by using;

- up to date research, evidence based, subject specific approaches;
- high-quality resources and subject associations to strengthen their knowledge;
- subject progression documents and knowledge organisers;
- recognised subject knowledge CPD; and,
- collaborating with subject leaders to deepen their own subject understanding.

Building Cultural Capital Through Daily Exploration

At our school, we believe in fostering a love for learning and cultivating an appreciation for the richness of human creativity and expression.

Culture Connoisseurs

Each day, pupils are introduced to different cultural elements through our Culture Connoisseurs curriculum, which is a unique and dynamic morning activity, immersing pupils in a diverse range of cultural elements, designed to build their cultural capital—broadening their knowledge and appreciation of the diverse and rich world around them. Through engaging with music, art, poetry, language, and inspirational figures, pupils develop a deeper understanding of human creativity, history, and achievement.

Lunchtime Curriculum and Expectations

Lunchtime at our school is an extension of the classroom, designed to reinforce and enrich pupils' learning through structured discussion and multimedia engagement. Each lunch service begins with the introduction of a discussion topic, aligned with taught or topical knowledge, alongside key vocabulary and concepts. Pupils are expected to engage in meaningful conversations around the dinner table, guided by targeted questions that promote critical thinking and verbal reasoning. Teachers play an active role by visiting tables to support and deepen discussions, with selected pupils invited to share their insights with the wider group. To further enhance understanding, curated videos related to the topic are played during the meal, and pupils are expected to watch attentively while eating. This integrated approach ensures that lunchtime remains a purposeful and educational part of the school day.

Behaviours for Learning

At Theale CE Primary School, we believe that positive behaviours for learning are foundational to academic success and personal growth. Our approach is rooted in consistency, high expectations, and the explicit teaching of learning behaviours.

As expert learners, teachers model and instruct pupils in metacognitive strategies—**plan, monitor, and evaluate**—to help them approach tasks thoughtfully, check their progress, and reflect on outcomes. This empowers pupils to take ownership of their learning, develop resilience, and become confident, independent learners, which is further support by our **Learning Powers** framework:

Diamond Power	Ruby Power	Emerald Power
		
Independence	Supportive	Perseverance
Sapphire Power	**Amethyst Power**	**Topaz Power**
		
Focus	Cooperation	Collaboration

Teachers are expected to:

- Teach and practise the routines and behaviour expectations set out in the school's behaviour checklist [link to document), which will include an element of re-teaching expectations when they are not being met.
- Establish calm, orderly classrooms through clear routines, consistent expectations, and positive relationships.
- Model and reinforce the school's core learning behaviours, including resilience, collaboration, curiosity, and independence, using the language of the Learning Powers.
- Use praise and parallel reinforcement to highlight positive behaviours and promote a culture of effort and perseverance.
- Adapt expectations for individual pupils, particularly those with SEND, using therapeutic and restorative approaches where needed.

Pupils are taught to:

- Take responsibility for their learning by staying focused, managing distractions, and responding to feedback.
- Use sentence stems to express opinions and "disagree agreeably" in discussions (e.g. "I'd like to build on that idea…").
- Reflect on their own behaviour and learning choices, supported by consistent, fair consequences and opportunities to make amends.
- These expectations are embedded across the curriculum and reinforced through PSHE, assemblies, and daily classroom practice, ensuring that all pupils are supported to become confident, respectful, and self-motivated learners.

Our Teaching and Learning Approach

Cognitive Load Theory

A thorough understanding of **Cognitive Load Theory** (CLT) is essential to ensure lessons are planned and taught to maximize learning, which is defined as;

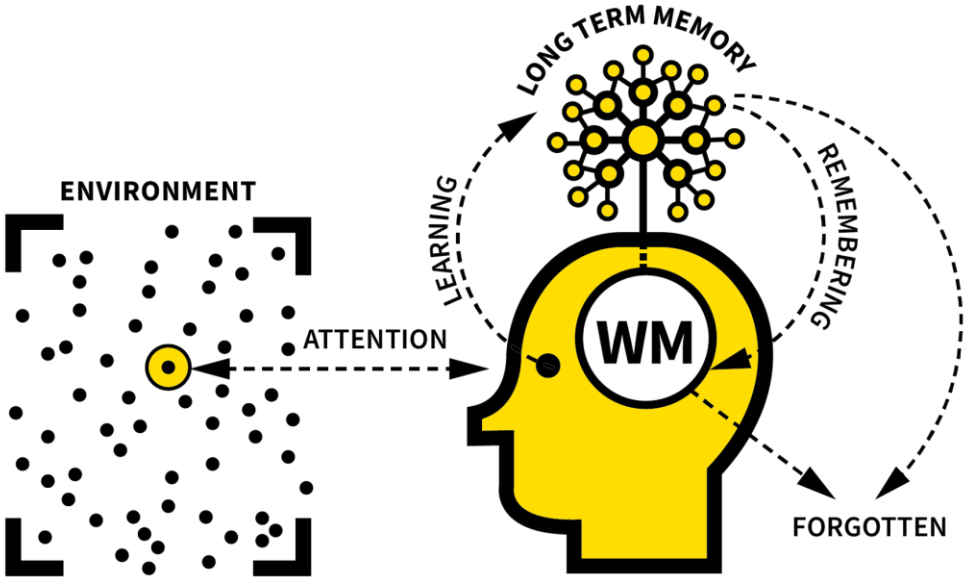
"Learning involves a lasting change in pupils' capabilities or understanding." *(Early Career Framework, Department for Education[4])*

Cognitive Load Theory is grounded in the concept that memory comprises **working memory** (limited and easily overloaded) and **long-term memory** (a store of knowledge that evolves as pupils integrate new ideas). When the capacity of the working memory is exceeded, learning becomes inefficient or even impossible. At its core, Cognitive Load Theory emphasizes that instruction should be designed to reduce unnecessary mental effort so that pupils can focus their cognitive resources on new learning.

Types of Cognitive Load

There are three type of cognitive load to consider, each with its own implications:

> **Intrinsic Load**: the mental effort required to learn the content itself. It depends on the complexity of the material and the learner's prior knowledge.
>
> **Extraneous Load:** the mental effort caused by the way information is presented. Poorly designed instructional materials and cluttered environments can hinder learning.
>
> **Germane (Good) Load:** the mental effort devoted to processing, constructing, and automating schemas (mental models). Effective teaching aims to maximize germane load by encouraging deep thinking and understanding.

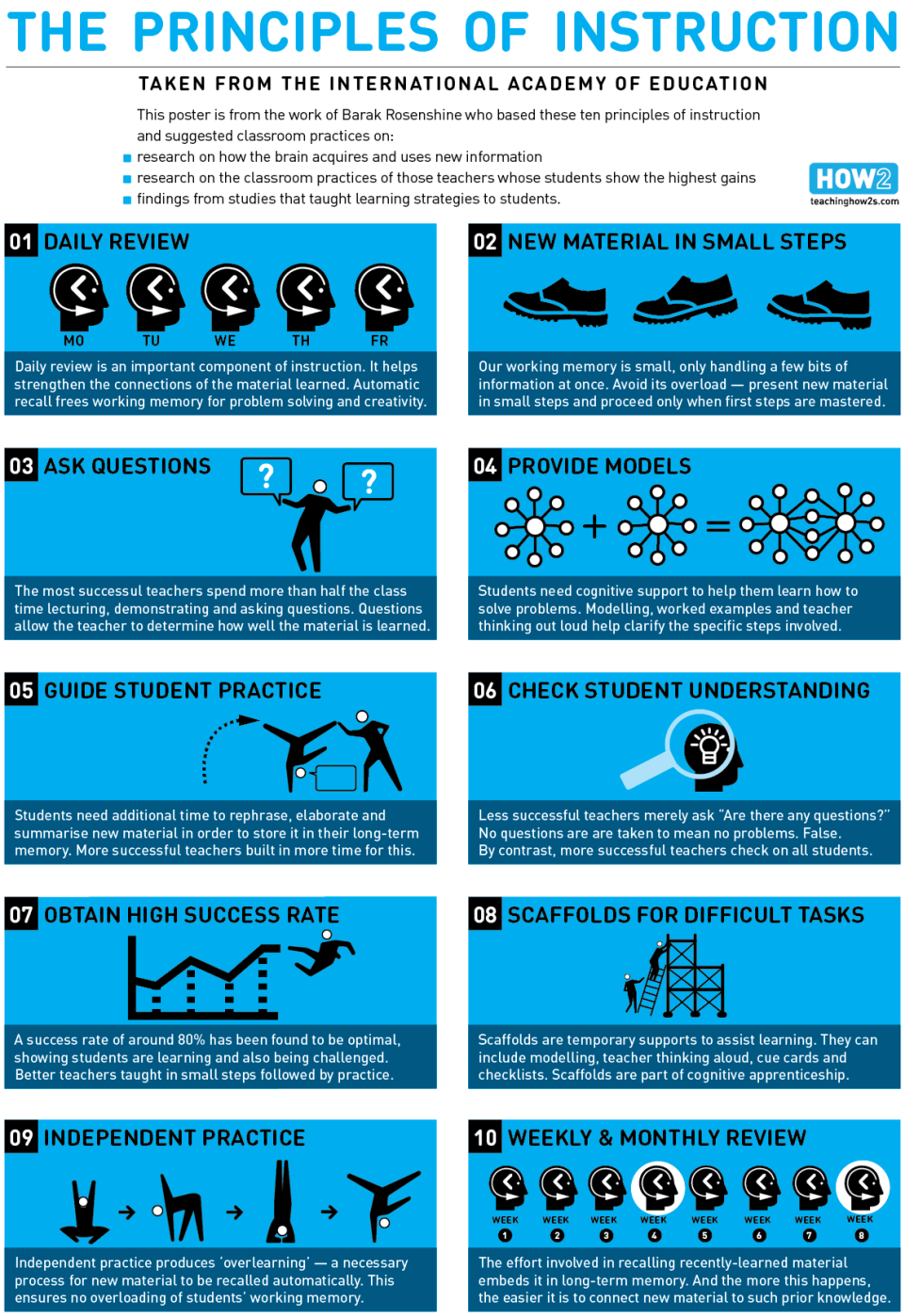


Based on this understanding,

- **Prior knowledge** plays a key role in learning and therefore teachers at Theale CE Primary activate this knowledge at the start of each lesson.
- **Lesson designs remove distractions** and extraneous information, and instructions are simplified to facilitate children focusing on the key learning.
- **Content is sequenced thoughtfully**, from simple to complex, to manage intrinsic load, building logically on prior knowledge and breaking down complex tasks into smaller steps.
- **Visuals and worked examples** are selected consciously to reduce extraneous load.
- **Scaffolding is essential** to support learners as they build understanding and to focus their effort on the core skill or knowledge being taught.
- **Retrieval practice** is integrated in to all lessons and routinely revisit prior learning to secure schema.
- **Sufficient opportunities for practice** form a crucial part of lessons to build automaticity and to facilitate live feedback to address misconceptions are the earliest opportunity.

Core Teaching Model: Rosenshine's Principles of Instruction

At Theale CE Primary, the work of Barak Rosenshine is central to our teaching model. Rosenshine sets out 10 principles that the "most effective teachers" follow. These principles are equally applicable for **all** pupils and illustrated below by Oliver Caviglioli. These are the components of effective teaching.

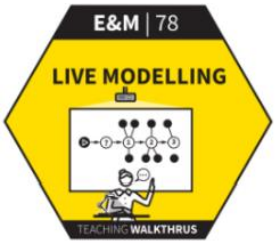
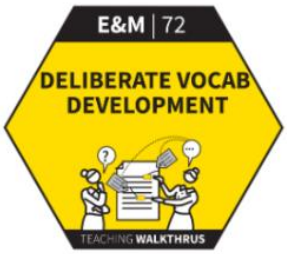


Our Core Teaching Strategies

To ensure consistency and high-quality teaching across all classrooms, we adopt a core cluster of teaching strategies outlined in the Teaching WalkThrus series by Tom Sherrington. These evidence-

informed practices provide a shared language and clear expectations for effective instruction, supporting both teacher development and pupil progress. By embedding these strategies into daily teaching routines, we create a consistent and cohesive learning environment in **every** classroom enabling pupils to achieve the best possible outcomes, focusing on Questioning & Feedback (Q&F), Explaining & Modeling (E&M) and Practice & Retrieval (P&R). Other teaching strategies may be used but every teacher must build the core cluster into their classroom practice.

	**Cold Calling** enables teachers to involve all pupils in thinking and responding, rather than relying on volunteers. Teachers use cold calling to create a culture of accountability and attention, where every pupil knows they may be asked to contribute at any time. The process: (1) pose a question; (2) allow thinking time; (3) select a child to respond; (4) thank them for their contribution, and (5) then engage a number of other children in building on this answer. **Benefits**: This allows the teacher to target questions towards specific children- ideally targeting the lowest 20% with greater priority but also sample a range of other pupils.
	**Think-Pair-Share** enables teachers to engage all pupils in a productive conversation. Teachers need to establish clear talk-partners, (which may change weekly or termly). Children are taught active listening skills e.g. facing their partner, taking turns – listening and then building on ideas. The process: (1) pose an open-ended question; (2) allow thinking time; (3) teachers circulate to listen in to partners; (4) guide partners to share; (5) use cold-calling to invite a number of partners to share their discussion with the class. **Benefits**: Pupils are able to test and rehearse their ideas in a safe space before sharing their answer with the wider class. Teachers and support staff are all able to scaffold the discussion with the lowest 20% during the "pair" phase, hence developing understanding and confidence.
	**Show-me Boards** provide a quick assessment tool to poll understanding. Teacher need to establish clear routines and expectations that this is independent work. Questions are less open ended and may be used to test specific knowledge or assess application of skills. The process: (1) ensure every pupil has a board and pen; (2) pose a question to all pupils; (3) Build in thinking time for pupils write their answer on their board, keeping it to themselves; (4) on the signal everyone shows their board; (5) use check for understanding. **Benefits**: Provides teachers with the range of responses from pupils. Teachers may subsequently decide to reteach to the whole class or small group, or revisit knowledge that is not secure as part of the lesson.

	**Checking for Understanding** enables teachers to assess pupils' grasp of key concepts in real time and adjust instruction accordingly. The process: (1) In combination with Cold Calling or Think-Pair-Share, pose a "what" question (2) Probe responses with a short dialogue; (3) Follow up with alternative explanations from other pupils; (4) Explore any differences that emerge or more precisely express the ideas; (5) Based on the response, re-teach, defer or move to the next question. **Benefits**: Teachers gain immediate insight into pupil learning, allowing for timely intervention. Pupils feel supported and are less likely to fall behind. The lowest 20% benefit from targeted questioning and scaffolding during these checks.
	**Say It Again Better** enables teachers to develop pupils' oral responses by encouraging them to refine and improve their answers. Teachers prompt pupils to revisit initial responses, guiding them to use more precise vocabulary, fuller sentences, or clearer explanations. The process: (1) pose a question; (2) acknowledge the first response; (3) model the response with up-levelled or corrected vocabulary; (4) Invite the pupil to repeat the response using the modelled vocabulary; and, (5) respond to the improved response. **Benefits**: Pupils build confidence in speaking and learn to express ideas with greater precision. The strategy promotes a growth mindset and helps all learners, especially the lowest 20%, to develop language skills in a supportive environment.
	**Live Modelling** enables teachers to demonstrate expert thinking and processes in real time, making learning visible and accessible to all pupils. Teachers model tasks step-by-step, narrating their thought process to show how to approach, solve, or construct a response effectively. The process: (1) Model organising your thoughts in selecting the approach; (2) model a process step-by-step, thinking aloud; (3) evaluate the success of your work highlighting key expectations; (4) model alternatives or extensions; and, (5) set tasks for pupils to emulate (leaving the model for reference). **Benefits**: Pupils see expert thinking in action and gain clarity on how to approach tasks. Live modelling supports all learners, especially the lowest 20%, by breaking down complex processes and reducing cognitive load.
	**Deliberate Vocabulary Development** enables teachers to explicitly teach and embed key vocabulary to deepen pupils' understanding across the curriculum. Key vocabulary identified in medium term planning (MTP) must be explicitly introduced, explored, and revisited through multiple exposures and contexts. The process: (1) Introduce words with clear definitions and associated visuals, and examples; (2) Ensure pupils can say the word using choral practice; (3) Structure discussions so that pupils to use the words in paired and classroom discussions; (4) Read and write the word in context using appropriate task design; and, (5) Revisit vocabulary regularly through retrieval practice and low-stakes quizzes. Children need to be taught how to decode word meanings using morphology (prefixes, suffixes, roots), context clues, and dictionary skills. Teachers may assign vocabulary roles (e.g. "word detective") to promote engagement. **Benefits**: Pupils develop academic language and confidence in using subject-specific terms. Vocabulary-rich classrooms support comprehension, expression, and long-term retention. Targeted support during vocabulary instruction helps close the gap for the lowest 20%.

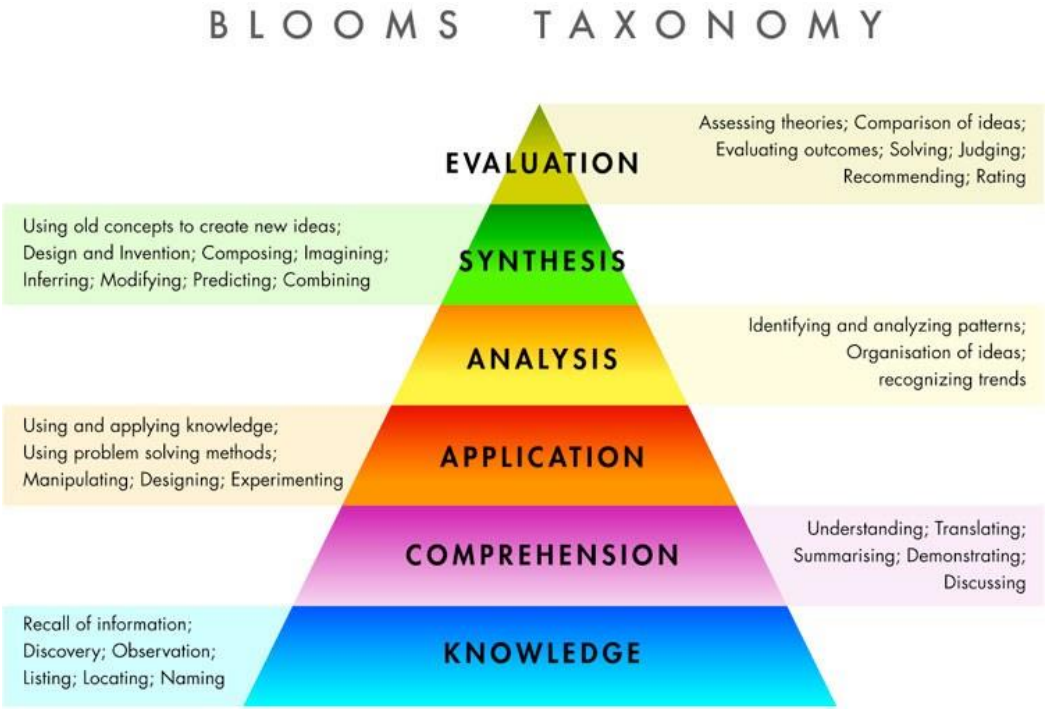
	**I do, We do, You do** enables teachers to model and scaffold learning in a structured, gradual release of responsibility. Teachers begin by clearly modelling the skill or concept ("I do"), then guide pupils through the process together ("We do"), before allowing independent practice ("You do"). The process: (1) The teacher reviews a consciously chosen problem to solve, and thinking aloud selects a strategy to solve it; (2) I do – The teacher explicitly models the task, narrating their thinking and demonstrating each step; (3) We do – The teacher and pupils complete a similar task together, with the teacher prompting, questioning, and guiding pupils at each step to reinforce the key knowledge or skills; (4) You do – Pupils apply the learning independently to a similar question, while the teacher circulates to assess understanding and provide support; and, (5) the teacher provides feedback or reteaches using further examples until all pupils can follow the model. **Benefits:** Pupils gain clarity and confidence through structured support. The gradual release ensures all learners, including the lowest 20%, are scaffolded appropriately. Teachers can identify misconceptions early and adjust instruction.
	**Quizzing** enables teachers to strengthen pupils' long-term memory through regular retrieval practice. Teachers use low-stakes quizzes to help pupils recall previously taught content, identify gaps, and build fluency over time. The process: (1) Design short, focused quizzes based on prior learning (e.g. last lesson, last week, last term); (2) Use a mix of question types—multiple choice, short answer, true/false. (3) Deliver quizzes regularly and consistently, ideally at the start of lessons. (4) Review answers immediately, discussing common errors and clarifying misconceptions; and, (5) Use results to inform future teaching and reteaching where needed. **Benefits**: Pupils strengthen memory and recall, making learning more durable. Regular quizzing supports all learners, especially the lowest 20%, by reinforcing key knowledge and reducing cognitive load in new learning.

Questioning to Deepen Understanding

Questioning is a cornerstone of effective teaching at Theale CE Primary School, used to deepen understanding, assess learning, and promote high levels of pupil engagement. Rooted in our commitment to high expectations and inclusive practice, questioning is carefully planned and delivered to facilitate learning in an environment where all pupils are actively thinking and participating. Drawing on the Voice 21 Oracy Framework, teachers use questioning not only to check understanding but also to model and develop pupils' cognitive, linguistic, and social oracy skills. Techniques such as cold calling, think-pair-share, and checking for understanding are used to encourage pupils to articulate their thinking clearly, build on others' ideas, and justify their reasoning.

Questioning is also a key tool in our formative assessment approach, enabling teachers to gather real-time insights into pupils' understanding and adapt teaching accordingly. It supports diagnostic assessment by revealing misconceptions and gaps in knowledge, particularly for the lowest 20%, and informs next steps in learning. To ensure progression in thinking, teachers structure questions using Bloom's Taxonomy, moving from factual recall to higher-order thinking. This includes questions that prompt pupils to remember key facts, understand concepts, apply knowledge in new contexts, analyse

relationships, evaluate ideas, and create original responses. By combining oracy-rich dialogue with structured questioning and responsive assessment, we create a classroom culture where every child is expected to contribute and where thinking is deepened through purposeful talk.



Source: teachwithmrst.com/post/bloom-s-taxonomy

Bloom's Taxonomy in Practice

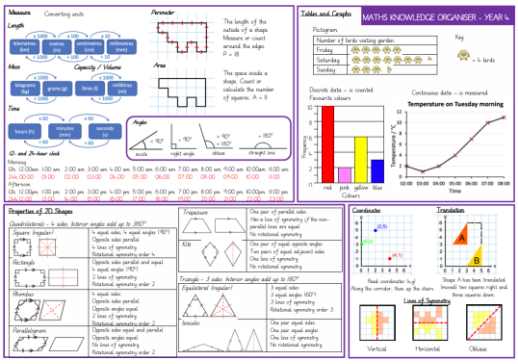
Level	Question Starters	Purpose
Remember	What is...? Who was...?	Recall facts and basic concepts
Understand	Can you explain...? What does this mean...?	Demonstrate understanding
Apply	How would you use...? What examples can you find...?	Use knowledge in new situations
Analyse	What are the parts of...? How do these ideas connect...?	Break down and examine relationships
Evaluate	Do you agree...? Why or why not...?	Justify a decision or viewpoint
Create	Can you design...? What would happen if...?	Produce original work or ideas

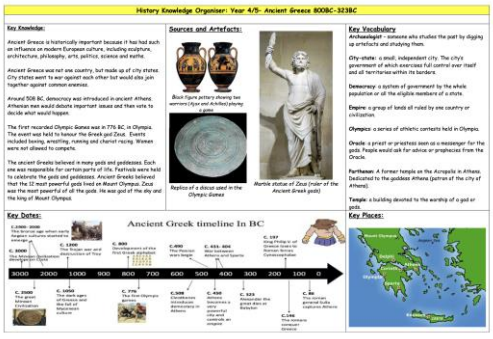
Planning Process and Expectations

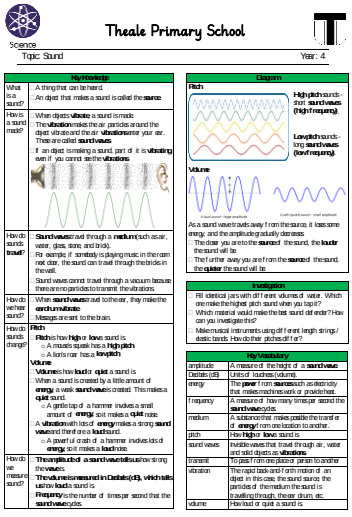
At Theale CE Primary School, planning is a professional and collaborative process that takes place in staff subject teams, and is designed to ensure that every pupil can access a knowledge-rich, coherently sequenced curriculum. Teachers are expected to plan with clarity, ambition, and adaptability, always considering the needs of their pupils. Planning must follow subject-specific policies, progression documents, medium term planning and knowledge organisers, which are available in the Curriculum folder on the Microsoft365 Teaching Drive. With the activation of prior knowledge being so important to the process of learning, it is vital to understand what was previously taught, as well as what needs to be taught next.

To ensure pupils benefit from high-quality teaching in every subject, Theale operates a specialist-teacher model. This approach ensures that pupils are taught by staff with strong subject knowledge, enabling deeper understanding and more effective learning. In this model, class teachers deliver English, Mathematics, and Culture Connoisseurs sessions in the morning, before teaching their specialist subjects in the afternoon. At 3pm, all teachers return to their registration classes to lead the end-of-day routine, including whole-class reading.

To guarantee that pupils receive the required instructional time across all subjects and experience regular, consistent teaching, the school follows a carefully structured two-week teaching cycle. Further, as all classes are mixed age groups, except for Year 6, the school plans curriculum progression over a 2-year cycle – Cycle A and B.







Whole-School Expectations:

- Subject overviews and medium-term planning is guided by subject progression maps and knowledge organisers, ensuring logical sequencing and cumulative knowledge building.
- Weekly and daily planning must reflect Rosenshine's Principles of Instruction, incorporating retrieval practice, modelling, guided practice, and opportunities for independent application.

- Planning should be inclusive and adaptive, ensuring that all pupils, including those with SEND, can access and succeed in the curriculum.

Assessment-Informed Planning:

Planning a lesson with clarity and purpose is essential for supporting pupil progress. Therefore, when planning lessons the following key aspects are essential to ensure learning is structured, engaging, and impactful:

- Teacher must identify the prior knowledge that pupils need to activate to support new learning, and how this will be achieved.
- Identify the key vocabulary that pupils must know and understand in order to access and articulate the new concepts being taught, and how these terms will be explicitly introduced.
- Teacher must plan the small steps, models and questioning that will be used to facilitate learning and deepen thinking.
- Teacher must design meaningful tasks that reinforce the learning and allow pupils to apply knowledge or skills and demonstrate understanding and ultimately fluency of recall from long term memory.
- Teachers are expected to use formative assessment to adapt planning responsively, ensuring misconceptions are addressed and learning is secured.
- Planning should reflect high expectations for all learners, with scaffolds and extensions built in to support and challenge appropriately.

Subject-Specific Planning:

- English: Planning is centred around high-quality anchor texts – Available in the English Long Term Plan. Lessons are designed to develop fluency in reading, writing, and spoken language, with explicit grammar, spelling, and vocabulary instruction embedded throughout.
- Mathematics: Teachers use a combination of the National Curriculum, Mastering Number, White Rose Hub, and Assertive Mentoring resources to plan for fluency, reasoning, and problem-solving. Planning must include opportunities for mathematical talk, use of manipulatives, and varied representations, as outlined in the medium term plans.

Feedback and Marking

At Theale CE Primary, feedback and marking are integral to the learning process and are designed to be **purposeful, timely, and impactful**. The school's approach is rooted in the belief that effective feedback should be **precise**, **motivate pupils, extend learning, and support the development of resilient, independent learners**.

Our teachers know the learning journeys for each child in relation to the age-related expectations for each specific subject. Teachers are expected to be on their feet during lesson time, actively engaging pupils in feedback that moves learning forward. Verbal feedback alongside whole-class feedback (e.g.

addressing misconceptions as a collective) and written feedback (given when useful and impactful on children's learning) are our 3 main approaches to support children achieve learning objectives.

Key Principles:

- **Feedback is formative**: It informs future teaching and learning, helping pupils understand how to improve and make progress.
- **Verbal feedback is prioritised**: Especially during lessons, where it can be immediate and responsive.
- **Marking is selective and meaningful**: Teachers focus on identifying key successes, next steps and addressing misconceptions/errors, rather than marking everything.
- **Pupil response is expected**: Children are given time to reflect on and act upon feedback, often through "fix-it" tasks or follow-up activities.
- **Feedback is inclusive**: It supports all learners, particularly the lowest 20%, by identifying misconceptions and providing scaffolds for improvement.

This approach ensures that feedback is not only a tool for correction but a driver of progress, for every child.

Early Years Foundation Stage

Early years education takes place at a crucial development point in children's lives. (12) The education they receive in these early years affects **both** their future attainment and their future health and happiness. Children start school with vastly differing experiences and Early Years teaching is particularly important for children from disadvantaged backgrounds.

Communication and language is key. All adults must model correct standard English and teach vocabulary; specific, carefully chosen vocabulary. Every lesson should allow children to practice speaking and listening and ensure high quality interactions between children and their teachers.

At Theale our curriculum is progressive and the Early Years must provide the building blocks of knowledge, the foundational learning for future subject teaching. Research tells us that it is appropriate to show or tell children what to do through explicit teaching, especially when they are learning information for the first time.

There should some opportunities to use and apply this knowledge through carefully constructed play based activities. Play is essential for children's development but play based learning is different from play. Effective teachers carefully plan activities and intervene in children's play skillfully so children's learning is enhanced.

If left to chance, children are likely to choose to only take part in what they have a previous interest in, this can further disadvantage children who have had limited preschool experiences. The learning you are seeking directs the play activities and should be intentional, children's play should be valued and used to

teach many aspects of the curriculum. The success of play to secure learning will be dependent on skillful adult intervention and used in balance with explicit teaching.

It is not sufficient to provide opportunities for children to choose to engage with, teachers must guide the children towards the activities that will be most beneficial to their development needs, executive function demands on children need to be continually and incrementally increased or children will not improve.

Routines and expectations should be swiftly established and teaching from the first day of the school year. Time is precious, every minute should be utilized effectively.

Curriculum Expectations in Early Years

Children will be taught phonics for reading and spelling and maths every day from the start of September. They will also be taught the correct pencil grip from day one and practice handwriting in an age appropriate way every day. Bad habits are hard to break; this time is crucial.

Other areas of the curriculum are planned by subject specialists to ensure the foundational knowledge for future subject teaching, including technical vocabulary, is identified, taught and learned.

Children should learn and hear stories every day, practice reading one to one daily, as well as singing rhymes and songs. Counting and number should also be taught daily to all children.

Teachers should know their children and where they are with their learning, noticing when children fall behind. Individualised interventions should be implemented rapidly as needed.

Children will have books for English and maths as well as phonics and handwriting. Other subjects learning should be recorded in class floor books (RE, Geography, History and Science) for Art and DT children will have a sketch book.

Early Years

Research shows that the most deprived children make the least progress and have the fewest opportunities to engage with adults during their Early Years experiences. This means the gap between the most deprived children and their peers continues to widen when they start school. At Theale we will ensure that our children from deprived backgrounds are highly visible to us and prioritized so we can defy this damning convention and ensure all children make rapid progress and experience the highest levels of success.

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Appendix 1 – Rosenshine's Principles of Instruction

Daily Review	Prior learning must be revisited regularly so that knowledge can be recalled automatically while minimizing the cognitive load. The most relevant prior knowledge needs to be recalled at the start of each lessons using a combination of short reviews of knowledge or processes or reviews of material where there are errors. Teacher use techniques like Think-Pair-Share, (low-stakes) Quizzing, Show-Me Boards and Cold-Calling to activate prior learning and address misconceptions before proceeding with new learning.
Present New Material in Small Steps	Only small amounts of new material must be presented at one time and pupils must be given the opportunity to practice after each step. While the school's progression documents set out the progression in new material, term-by-term, it is essential for teachers to carefully break down and sequence new material in order for children to master new ideas. Teachers sequence small steps into lesson planning but even within a single lesson it may be necessary to break down new material into a series of smaller steps followed by practice in the form of 'I do, We do, You Do'. This avoids cognitive overload and allows misconceptions to be addressed immediately.
Ask Questions	The most effective teachers ask large numbers of **consciously planned** questions and check the responses from **all** pupils. Teacher use questioning to check understanding and promote thinking, carefully crafting questions to be inclusive and provide challenge. All children are engaged through a mix of Think-Pair-Share, Cold-Calling, Show-Me boards and by the teacher developing a learning environment where children are expected to explain their thinking, not only give answers. As such, the class environment becomes a dynamic, structured dialogue, facilitated by the expert (teacher). Through questioning teachers are continually assessing learning, creating opportunities to address misconceptions and reteach material, if necessary. Questioning also provides opportunities for immediate, actionable feedback, through techniques like "Say It Again Better".
Provide Models	Teacher demonstrate processes and provide consciously selected worked examples to illustrate the key learning. Further, teachers use meta-cognition strategies and thinking aloud, while modelling, to support pupils to focus on the specific steps and checks that are being taught and practiced in the lesson.
Guide Student Practice	"Successful teachers spend more time guiding student's practice of new material [6]". New material will be forgotten if there is insufficient practice or rehearsal. Therefore, teachers use carefully selected questions to rehearse knowledge and skills, which might include summarizing key steps or main points. Guided practice might also be in the form of the teacher modelling a worked example before pupils attempt a related example e.g. the teacher models writing a sentence and then the children write their own sentence, following the same structure or the teacher models how to solve a maths problem before the children attempt the same problem with different numbers. This forms the basis of "I do, we do, you do", whereby material is revisited multiple times, with reducing levels of support until children are secure in the key learning.

Check for Understanding	Checking for understanding is an essential formative assessment tool, which more effective teachers use frequently. Checks might be in form of summarizing key points, repeating instructions or processes, or by asking pupils to agree or disagree with a statement. Questioning pupils in this way provides some of the processing to move new learning into long-term memory. As such, teachers use a combination of think-pair-share and cold-calling to engage all pupils, in conjunction with thoughtfully targeted checks with a range of pupils to gauge the understanding of specific pupils. Checking for understanding also allows teacher to identify and address misconceptions, and where necessary, reteach material before cycling back through pupils to check the misconceptions have been corrected. Simply using "What have you understood?" rather than "Does everyone understand?" provides the opportunity for teachers to be more diagnostic in their assessments.
Obtain High Success Rate	The "most effective teacher" obtain a high success rate by teaching in small steps (combined with guided practice), routinely checking for understanding and giving sufficient practice at each stage to master the current material before proceeding to new material. The high success rate must be achieved during the instruction and practice activities before moving on to independent practice, so that misconceptions do not get embedded in long-term memory.
Provide Scaffolds	Scaffolds support pupils as they learn new material by focusing pupils of the key learning. As a child becomes more confident so that scaffolds are reduced and ultimately removed. Therefore, teachers use a range of scaffolding to support the individual needs of children so that they are able to access the same learning intentions, which might include graphic organisers, checklists, self-questioning prompts, word banks, cloze procedures, sentence stems, wall displays and adult support. In the case of adult support, the aim must to be increase pupil independence for example at first an adult might write down a child's sentence for them to copy or remember an entire sentence for a child but then use prompts and clueing so that the child is required to remember and recall.
Independent Practice	Guided practice in which children achieve a high success rate must be followed by sufficient time for pupils to consolidate learning through independent practice. In order to achieve fluency and automaticity of recall, pupils need to practice to the point of overlearning. At this point, recall does not take up space in the working memory.
Weekly and Monthly Review	Learning is hindered by forgetting. Long-term memory fades over time unless it is routinely revisited. Depending on how well-connected ideas are in a child's long-term memory will determine how frequently material needs to be rehearsed. As a general rule, teachers will revisit the previous lesson at the start of a lesson to activate prior knowledge but will then also review key learning from last week, at least once per week, and key learning from the previous month, at least, once per month. In addition, teachers interleave prior learning with practice material and reviews, to aid memory retention [10].