



Ormiston London Academies

Teaching, Learning and Assessment Policy

2021-22

Policy dates: *September 2021 – August 2022*

Staff Lead: *Curriculum and Learning Deputies*

Policy approved:

Next review date:

Teaching and Learning and our vision

Our vision underpins learning and teaching within our academies. The curriculum is broad and balanced and reflects the personalised needs of individuals learning and achieving in our Academies, it is firmly rooted in principles of equality and inclusion and reflects the needs of learners with special and additional needs.

Starting at Great

All our lessons are planned to be beyond great, and are based on our lesson observation framework which outlines what a great AP classroom experience looks like. Teachers plan using long, medium and short terms plans and share resources across the Academies to improve practice and share expertise.

Our classrooms have displays and visual stimulus that aids learning, and motivates and encourages as well as reinforcing key Literacy and Behaviour for Learning concepts.

Our assessment of learning and teaching is based on the our Progress 5 and our Attainment Best 5 measures, and progress of learners is monitored through Pupil Asset, SIMs or other appropriate tracking systems. Our teachers are regularly observed and given supportive and coaching feedback. High quality CPD, coordinated by the Teaching School Alliance, ensures that we are producing the best AP teaching possible. We celebrate the success of achievements of all our learners and staff.

Success by Any Means

Lessons within our Academies are 40-50 minutes long with double periods timetabled as appropriate, following the National Curriculum at KS1 – 3 and nationally accredited programmes at KS4.

Our Curriculum offer is rooted in the need to ensure that all learners have the skills and accreditation they need to move on into the next phase of education, training or employment; and as such our curriculum offer varies to meet individual needs but is based on a core offer of English, Maths, Science, Creative Arts and Sport. At KS1 – 3 this is often taught in a thematic or project based model.

Teaching style varies to meet the needs of the learners, and can be whole class teaching (not usually more than 8 per class), group work, small group interventions and one to one learning.

Precise Inclusion

Information about each learner gathered at Induction and through the ongoing cycles of progress check points informs planning, personalisation and interventions. EHCPs and SEND information is shared to inform learning experiences.

Resources, including additional adults, are carefully selected to have the greatest impact on learner outcomes. Enrichment is used as a learning space for life skills, cultural experiences and including our learners in the wider community.

Teaching and Learning Policy

An Overview

To ensure our teaching and learning is meeting our vision criteria we ensure that our Teaching and Learning is **APT** to the individual needs of all our learners. Therefore, this policy is split into 3 main areas.

- **Assessment**
- **Planning**
- **Teaching**

ASSESSMENT and marking have two purposes. It informs teaching and learners respond to feedback to make progress over time.

- Teachers must have a secure overview of the starting points, progress and context of all.
- Marking must be primarily formative, may be selective, and include clear steps for learners to progress further.
- Marking and feedback must be regular.
- Both formative and summative assessment should be recorded and monitored by teaching staff and be used to inform planning and teaching next steps.

PLANNING is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all learners. Therefore, planning should:

- Make use of the Learner Profile for each learner.
- Be clear and precise about the knowledge/skills you want learners to learn, not what you want them to do. Break them down.
- Activities, must be designed to facilitate learning and not keep learners busy.
- There must be evidence of long-term planning from schemes of work and medium-term planning.

- Differentiation should be planned over time to ensure the needs of all learners and groups are met and that maximises the use of any additional adult(s) in the room.
- There should be no dead time, with learners purposeful from the beginning and appropriate pace for the intended learning.
- All staff are teachers of literacy and numeracy and should therefore plan accordingly.

TEACHING is an ongoing process . “Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam). Therefore, we need to ensure we are effectively using:

- Sequencing concepts and modelling – Presenting new material using small steps, providing models and scaffolds for difficult tasks.
- Questioning – asking questions that elicit a learner response and checking for understanding.
- Reviewing material – on a daily, weekly and monthly cycle.
- Stages of practice – guiding learner practice, obtaining a high success rate and promoting independent practice.

To ensure we continue to be reflective practitioners a Teaching, Learning & Assessment bulletin is produced each term to promote the use of evidence based research in the classroom and help teaching staff keep up to date with the latest developments in pedagogy whilst not adding to their workload.

ASSESSMENT. PLANNING. TEACHING

Assessment and marking have two purposes. It informs teaching and learners respond to feedback to make progress over time.

1. Teachers must have a secure overview of the starting points, progress and context of all.

A secure overview means that;

- a. The information in the Learner Profile is understood. This includes
 - Prior attainment data from previous educational provider, where available.
 - CATs test analysis/targets
 - YARC test score/analysis which identify basic reading, comprehension, spelling and maths skills.
- b. Teachers should understand the learners’ overall strengths and weaknesses, this information is recorded and monitored in Pupil Asset, SIMs or other system appropriate to local site context
- c. Teachers should be aware of the context of each class because;
 - of the relationships you form with them, in line with the behaviour policy
 - you make at least a mental note of announcements about learner welfare, for example at briefings, in SIMS reports and feedback from the SENCo/SSM.
 - It is important that a learner’s context rarely means you should adjust your aspirations of what they can achieve.
 - Occasionally for our learner’s, life events occur that makes it very hard to learn anything. These learners are the exception and not the rule.

Induction and target setting

Each site will induct learners upon entry, and undertake a baselining process as part of this. At primary level, this may include (but not be limited to) PUMA and PIRA assessments. At secondary level, this may include (but not be limited to) CAT tests.

Each learner at secondary level will then be set an overall OUR target using information from the CAT tests and other relevant information sources such as prior attainment, KS2 scores, FFT aspire and more, if appropriate. Individual subject targets may also be set, where appropriate to the learner and site context. Each learner will also be given an ability band, and set weighted targets for formative assessment. For example, a MAL (middle ability learner) may be set a target of achieving 50% of KPIs set in subjects for formative assessment.

2. Marking must be primarily formative, may be selective, and include clear next steps about what learners must act upon.

Primarily formative means that the focus of your marking must be showing learners how they can improve. A summative mark/level/grade often means learners spend their time comparing how they have done with their peers and not on improving their mark. **The primary focus of formative marking is to provide learners with clear guidance on how to improve and progress further.** This may include strategies such as “the big highlighted box,” “I say... you say...,” a learning question, a challenge task, a guided task, and others.

The purpose of **selective marking** is to enable a more precise focus on areas for development, and ensure progress within them. When learners have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Indicating thirty spelling mistakes in one page of an exercise book can be demotivating. Identifying ten within a single section which they get right next time, following yellow box practice, is much better. Ignoring a misspelt word can reinforce a problem. Used well, selective marking enables faster progress over time.

3. Marking and Feedback must be regular.

Good practice is promoted through regular, accurate and consistent marking by all teachers and whole school approach.

- Learners are encouraged to take a pride in their work. Examples of what good work should look like will be displayed in classrooms.
- Reoccurring spelling and punctuation errors will be addressed.
- Marking will acknowledge attitude and effort as this motivates the learners, however, these will not be set as a target.
- Learners will be encouraged to reflect on their attitude to learning and teachers will write a supportive comment.
- Learners will respond to feedback by regularly completing a specific developmental activity based on teacher assessment.
- Summative assessment will occur three times a year which will involve a current level or grade and a predicted grade. For KS4 this will be in the form of a GCSE Grade (or equivalent) and for KS3 learners, an indication of above, expected or below progress banding. Local sites may also give a grade if appropriate.
- Secondary learners will be summatively assessed in a range of ways, appropriate to context. This may include past GCSE papers, mock exams, end of topic tests, extended writing pieces, and other forms of assessment. Primary learners will be assessed using a range of methods, including PUMA, PIRA, the Chris Quigley framework and other appropriate methods.
- Summative assessment will inform next steps in teacher planning.
- Summative assessment will be collated in Progress 5 to inform learner targets during structured conversations.
- For coursework and controlled assessments, formative assessment is not permitted. However, learners and teachers can track work to show progress.

4. Both formative and summative assessment should be recorded and monitored by teaching staff (using Pupil Asset, SIMs or other internal tracking systems as appropriate to local site context)

All induction data should be inputted into the results section of Pupil Asset, SIMs or other internal tracking system as appropriate by the Curriculum Lead Deputy. The induction data are then used by the Curriculum Lead deputy to set Subject OUR targets.

Key Stage 2 Fine Level	Start of yr 11	TBAP CAT Verbal	TBAP CAT Non-verbal	TBAP CAT Quantitative	TBAP CAT Spatial	TBAP CAT Overall	Attainment 8 Target	TBAP Maths Target Grade	Progress Test Indicator >>	Reading Age_Yr 11_Start
4.5	1-	61	67	81	72	78	2 (2)	1	1	8.8
1.5	U	59	79	91	64	70	1 (1)	1	1	9.3
3.9	U	85	84	84	80	83	3 (3)	1	1	9.8

OCTAVIA MATHS: 3.1 Number

3.1.1 Structure and calculation

Basic foundation content

N1: order positive and negative integers,...	N1: use the symbols =, ≠, <, >	N2: apply the four operations, including formal...	N2: understand and use place value (eg when...	N3: recognise and use relationships between...	N3: use conventional notation for priority of...	N4: use the concepts and vocabulary of prime...	N5: apply systematic listing strategies	N6: use positive integer powers and associated...	N8: calculate exactly with fractions	N9: calculate with and interpret standard form A< 10 and n is an integer.>...

Each statement is weighted and worth a score of 3. The teacher selects the subject statements they are planning to cover that term and sets an individual target for each learner. For example, if a teacher is planning on covering 10 subject statements that term the maximum target will be 30, for a low ability learner their target might be 10 in comparison to a high achieving learner whose target might be 25.

Formative progress is then inputted into the results section of Pupil Asset/SIMs or other internal tracking system **at 3 points of the year**. Summative results and progress are recorded at 3 points of the year based on tests sat in terms 2, 4 and 6.

Autumn	Autumn Formative Weighted Target	Autumn Summative Progress	Autumn Formative Progress
1	76	On Track (expected)	Below Expected
U	50	Just below Expected	On Track (expected)
1-	50	On Track (expected)	On Track (expected)

If a learner is not making good progress then a OUR Raising Achievement Plan is put in place

ASSESSMENT. PLANNING. TEACHING

Planning is a process, not a product. It has one purpose, to enable high quality delivery which meets the needs of all learners.

1. Use the Learner Profile to help you plan successful strategies tailored to the learner.

Information from the CAT, Subject Progress Test, WRAT and YARC all evidenced in the Learner Profile. This profile provides interventions and strategies to help tailor your planning to the needs of the learner.

2. Be clear and precise about the knowledge/skills you want learners to learn, not what you want them to do. Break them down.

“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” Abraham Lincoln

Planning is about hard thinking, not form filling. It is a thinking process. Your habits of thought are of fundamental importance. As obvious as it may sound, a teacher’s planning must consider what you want students to learn first, and spend some time on it, before you give any consideration to what you want them to do. High quality planning requires a bigger strategy than this. All too frequently planning starts with the final question.

- | |
|---|
| <ol style="list-style-type: none">1. Where are the learners starting from? (secure overview)2. Where do you want them to get to?3. How will you know when they are there?4. How can you best help them get there? |
|---|

You should aim for excessive clarity and precision to articulate what you want your learners to learn, and what you want them to do so they learn it. Your explanations should be phrased in such a way that learners quickly understand what they are aiming for. Breaking down what you want them to learn can often reveal skills or knowledge they have to acquire which need to be taught.

'Clear' and 'Precise' - command words			
Adapt	Negotiate	Extrapolate	Construct
Speculate	Summarise	Determine	Reorganise
Transfer	Reconstruct	Hypothesise	Tabulate
Infer	Examine	Evaluate	Interrelate
Predict	Compare	Model	Separate
Discriminate	Evaluate	Demonstrate	Modify

3. Activities, must be designed to facilitate learning and not keep learners busy.

To improve learners’ understanding of their own work, it is useful to consider why and how we are planning learning for learners. Over-planning can be very common when you are going to be observed. If an activity is not making a significant difference, then drop it.

Activities need to be focused on learning and not control. This can be easier said than done particularly in Alternative Provision, but in any circumstances, should be your long term aim. After planning always check that the activities are supporting you deliver the learning you want to achieve, and whether there was a more efficient route of doing it. Ask yourself ‘so why’ about each activity and the length of time allocated.

Lesson Objectives:

How often do you question your own learning objectives? The precision of your language really counts in making learning stick; this does not mean that learners should copy lesson objectives. Ask yourself again the following questions:

- **Where are the students starting from? (secure overview)**
- **Where do you want them to get to?**

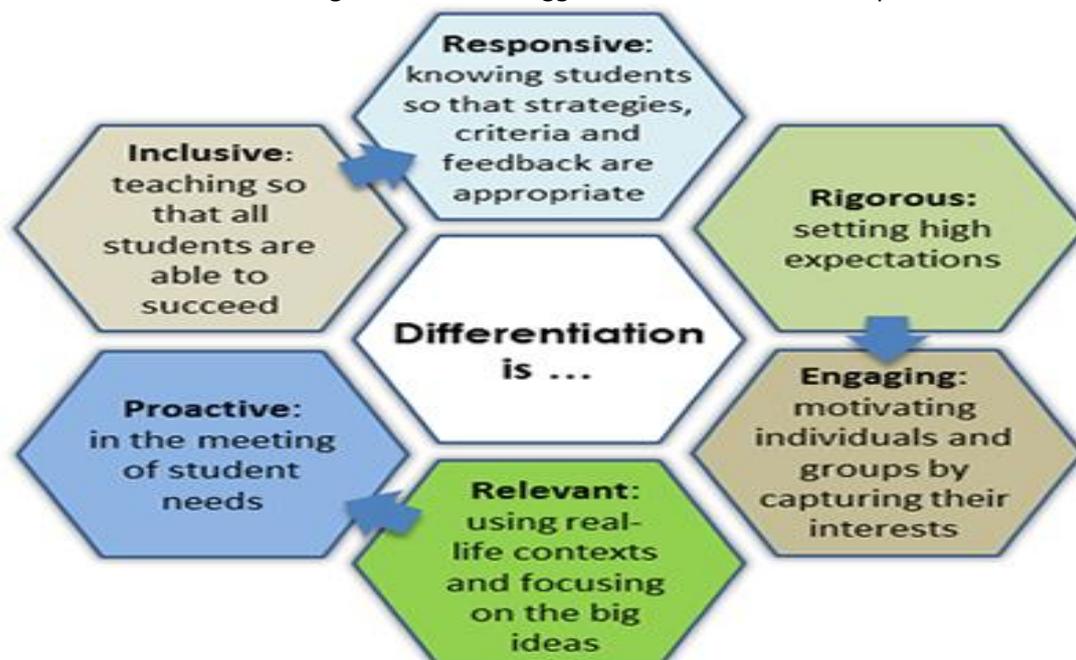
- How will you know when they are there?
- How can you best help them get there?

4. There must be evidence of long-term planning from schemes of work and medium-term planning.

We do not expect teachers to produce individual lesson plans for observed or unobserved lessons, but we do expect 'evidence of planning' over time. Subjects must have Medium Term Plans ([see appendix 5](#)) and the lessons you intend to teach in place. These can be simply evidenced in the 'clumps' section of Pupil Asset ([see appendix 3](#)). Due to the nature of A.P these schemes and plans need to be flexible to respond to the needs of the learners.

5. Differentiation should be planned over time to ensure the needs of all learners and groups are met and that maximises the use of any additional adult(s) in the room.

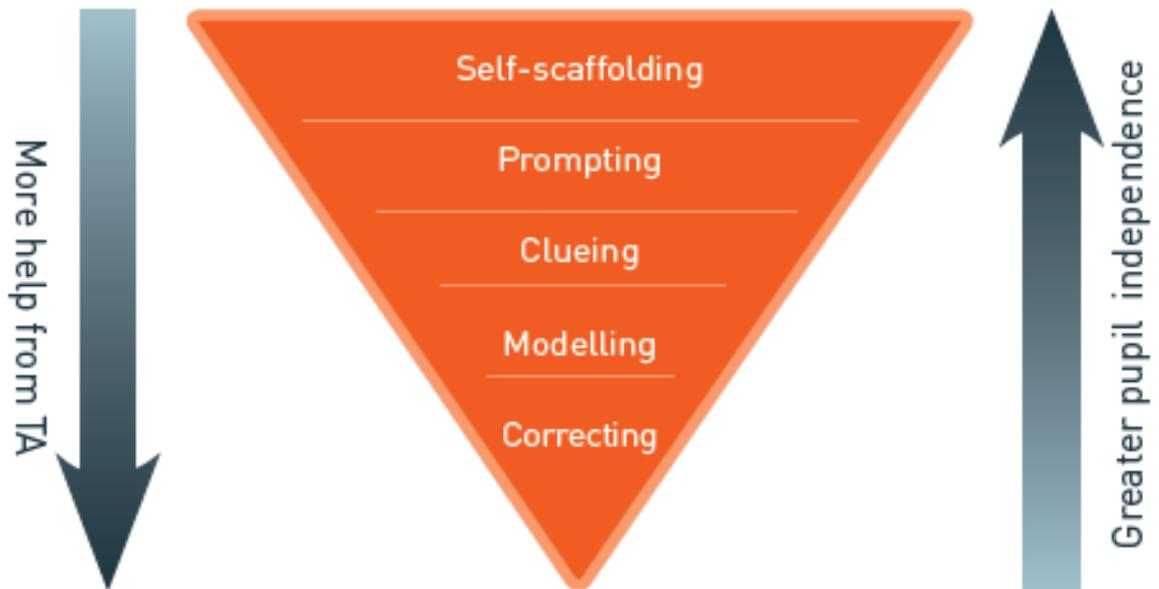
The fact that we are Alternative Provision makes differentiation even more difficult as we have to **differentiate the differentiation**. It is important that we are realistic in what we try. We should be aspiring to use seating plans, learners taking the lead and learners teaching learners, however, in reality, when you have a class of Year 11's all low in confidence and self-esteem these strategies can be the trigger to that unwanted disruptive behaviour.



However, there are simple strategies that provide an easy way to plan for differentiation in our classroom. We should be all doing the following 5 strategies:

- **Classroom displays**
- **Writing frames** – brilliant for extended writing (something we all need to promote)
- **Verbal feedback** – not just praise but descriptive feedback to help learners understand their misconceptions.
- **Questioning** – planning your questioning and make sure you pose, pause, pounce, bounce.
- **Marking** – the most effective way to showcase differentiation (the highlighted box).

When possible teaching and learning is supported in the classroom by the use of Learning Support Professionals (LSP). To ensure we are making the best use of our LSP's and maximise learning we use the EEF scaffold framework for teaching assistants.

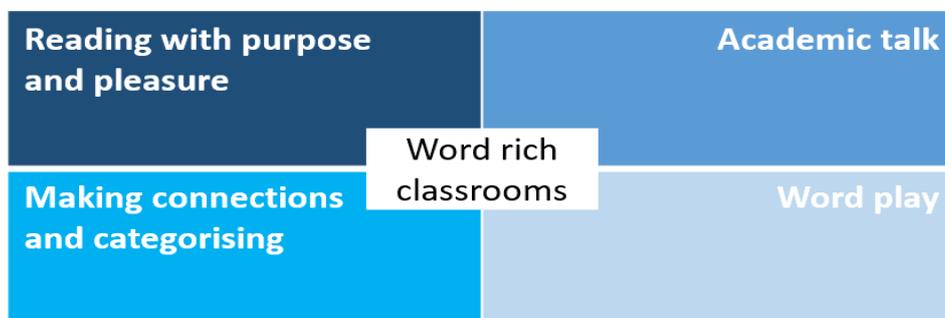


6. There should be no dead time, with learners purposeful from the beginning and appropriate pace for the intended learning.

- Meet and greet at the beginning of the lesson
- No waiting for others to arrive.
- Consider the amount of 'teacher talk' time.
- Little or no copying, particularly lesson objectives.
- Time efficient methods, e.g. cutting and pasting can be very time-consuming.
- Admin tasks can be invisible and inaudible.
- Consider the transition from one activity to the next.
- Check learning effectively and avoid wasting time on things already learned.
- 'Unallocated' lessons to address gaps identified by the assessment.
- Use timings for activities and parts of activities.
- Appropriate pace, depending on what you want them to learn and the activity in hand.

7. We are all teachers of Literacy and Numeracy and should therefore plan accordingly.

We should all promote word rich classrooms:



Reading with purpose and pleasure – most words are learned from reading and not teaching.

Academic talk – model academic talk by talking like an expert using and explaining tier 2 & 3 words.

Make connections and categorising – for example using word maps, word scales or prefix/suffix matching.

Word play – the use of similes, metaphors, idioms, slogans, catchphrase, oxymoron's, proverbs, anagrams etc

Tier 2 words are **academic words** that appear across the school curriculum; however, they are not particularly used in everyday language. This is certainly the case when working with learners in A.P. It is essential that we are all using this tier 2 vocabulary with our learners and are checking for understanding. By doing so, we are ensuring that our learners will be able to access their GCSE exam papers. The academic word list identifies the most essential tier 2 words.

<h2 style="text-align: center;">SUBLIST 1 of the Academic Word List</h2>					
GROUP 1 analyse approach area assess assume	GROUP 3 constitute context contract create data	GROUP 5 establish estimate evidence export factor	GROUP 7 indicate individual interpret involve issue	GROUP 9 occur percent period policy principle	GROUP 11 role section sector significant similar
GROUP 2 authority available benefit concept consist	GROUP 4 define derive distribute economy environment	GROUP 6 finance formula function identity income	GROUP 8 labour legal legislate major method	GROUP 10 proceed process require research respond	GROUP 12 source specific structure theory vary

Tier 3 words are **subject specific vocabulary**. All subjects should have the Tier 3 words for their subjects displayed in the classroom and refer to them during lessons to check for understanding.

Tier 3 Academic Content-Specific or Technical Words

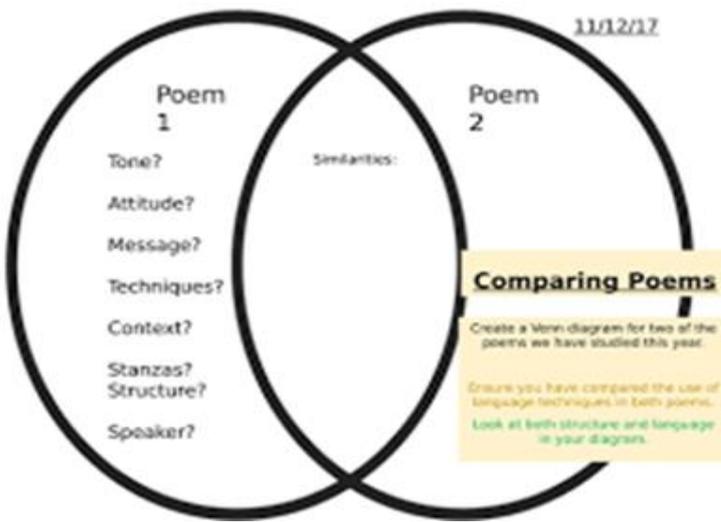
Math	Science	Social Studies
Square root	Photosynthesis	Government
Rectangle	Germ	Bylaws
Radical numbers	Atom	Bailout
Circumference	Matter	Congressional
Pi square	Osmosis	Capital
Power	Power	Power

The SEEC model is a method we can use to help close the literacy gap

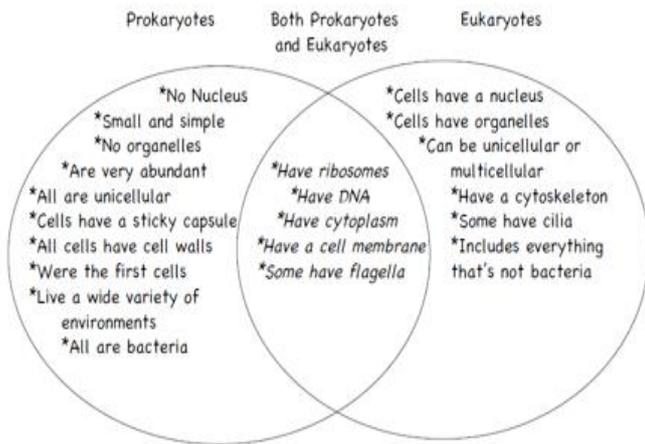
- Select** – preview the reading material for the lesson
- Explain** – once you have selected the word to teach move onto the process of successfully explaining the words.
- Explore** – develop word depth by exploring the word e.g. etymology.
- Consolidate** – repeatedly exposing the word by test and learn, research and record or using the word in the wider world.

The idea of teaching numeracy might be concerning for you, either because you are not confident about what it involves, or because it takes time away from your own subject. Here are **two simple suggestions**, which develop numeracy skills, and most importantly help to develop the **numeracy-positive environment** in school.

1. **Consider using graphs, pie charts, timelines or Venn diagrams to present information.** If you are presenting the information in this form, explain why you have chosen that format. It can also be helpful for learners to organise the information themselves. This works well with figures, but also with other types of information (some examples below)



Prokaryotes and Eukaryotes Venn Diagram



2. If you are dealing with units (of time, distance etc), ask some questions to explore learners' understanding, which involve converting between different units. For example "how many years are there in 16 centuries?" when reading a story that talks about the passing of time.

ASSESSMENT. PLANNING. TEACHING

"Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better."

(Professor Dylan Wiliam)

Every subject, learner and teacher is different, and as such, we do not subscribe to a particular teaching style within our academies. However, it should be clear from planning, assessment and monitoring of teaching and learning that teachers have planned appropriately challenging lessons for learners based on the information that they have.

Monitoring of Teaching & Learning

Classroom practice is monitored by the SLT through climate walks, work scrutinies and lesson observations. These are recorded onto Perspectives which alerts teachers to the feedback. This feedback is to be discussed as part of the line management process. All staff will be provided with next steps, and this will be underpinned with ongoing CPD which include leverage leadership coaching, paired peer observations, targeted CPD sessions, and other appropriate strategies.

Resources:

To access resources in this policy and more that support teaching and learning go to the OUR Z drive, Teaching, Learning & Assessment folder.

Bibliography:

1. Teach Like A Champion 2.0
2. Mark Plan Teach
3. Rosenshines Principles in Action
4. Closing the Literacy Gap
5. How to Teach
6. Embedding Formative Assessment
7. Making Lessons Count
8. The Lazy Teacher's Handbook
9. Why Don't Students Like School
10. High Challenge, Low Threat.
11. Teacher Toolkit

APPENDIX 1

Example of Learner Profile



Name	Kamron
Form group	Parks class
Form Tutors	Miss Lianne
SEN status	EHCP
Medical	None
Reading baseline	7 years 2months

Academic targets – by subject	Current grade/target	End of year grade/target
Math	1.2	2.5
Reading	1.8	2.4
Writing	Working below	Working Within
Science	Working below	Working within

*If
yes please
see
separate
document*

located on SIMs

PHP required	Yes	No
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Behaviour target
<ul style="list-style-type: none"> To be able to ask for help when he finds something challenging rather than saying I can't do it and giving up.
<ul style="list-style-type: none"> To be able to make mistakes and move on.
<ul style="list-style-type: none"> To be able to take part in a conversation.

Learner voice	
Needs	
Academic	Behavioural/emotional
<ul style="list-style-type: none"> Needs support to initially engage with the topic Requires support to access the curriculum Worries and gets frustrated/ upset when he gets things wrong Cannot follow overly complicated instructions Finds it challenging to listen to others especially if he is not looking at them 	<ul style="list-style-type: none"> Will often say he cannot do something and will disengage. Has delays in understanding a situation and can appear to become upset out of nowhere. Requires adult support to emotionally regulate e.g. if he has hurt himself adult needs to acknowledge that he is hurt.
Strategies	

Academic	Behavioural/emotional
<ul style="list-style-type: none"> • Task planner • Visual timetables • Kamron will be aware of his weekly targets and Individual Education Plan targets • Practical hands on learning – Numicon, Dienes etc. • Pre-teaching and over learning in a quiet space • Kamron will have enough processing time to answer a question • The class teacher will keep Kamron engaged by informing him that he will be asked a question and to listen out for specific cues • Simplified, visual instructions • Model and give examples of what he needs to do (I, We, You) • No more than 2 instructions at a time 	<ul style="list-style-type: none"> • Structured movement breaks throughout the day with alerting, organising and calming activities to help him focus more in class • Class rules clearly displayed and reminded • Task planners • Schedules • Timers • Kamron needs to be told to stop and told 'eyes looking' to get his full focus on the person who is talking or 'eyes on me in 3 2 1' • Counting down to get him to complete a task • Kamron needs to be instructed to leave the room when he is becoming dysregulated. Once he is out of the class he requires take up time before he can listen take part in a conversation. • Preparation for reintegration into a mainstream school to manage change.
Access arrangements	
Reader and extra time Scribe	

Intervention required	How often	By who	Delivered
Mentoring	Minimum of once a week	Chris	yes
Lego therapy	Minimum of once a week	Charmaine	yes
Lexonic	Minimum of once a week	Serita	
SaLT/EP	Minimum of once a week	SaLT/EP	yes
Circle of friends	Minimum of once a week	Charmaine	
Talkabout (Alex Kelly)	Minimum of once a week	Charmaine	

APPENDIX 2

FFT Aspire Screenshots

Tbap Octavia Ap Academy

Summary dashboard
Target setting

Year 11 K54 Filters

SCHOOL

Overview Pupil groups Pupils



Let FFT intelligently set the level of challenge, or set your own level with the FFT Benchmark slider. Consider the Estimated chances for the pupil. Use FFT Benchmarks with other information, professional knowledge and aspiration to set challenging targets.

15 Pupils



Pupil <small>Details & context</small>	Attainment <small>Key Stage 2 Results</small>	Attainment 8 grade (9-1 scale) <small>Based on Average challenge setting</small>					Attainment 8 entries <small>Estimated entries</small>			% chance <small>Estimated chances</small>					
		HML	Reading	Writing	Maths	Overall	English	Maths	Ebacc	Open	Ebacc	Open	Grade 5+ English & Maths	Grade 4+ English & Maths	5+ GCSEs Grade 7-9
Jacob Ashby 07/08/2004 Male	PP EAL SEN ALERTS	L	B	2	3B	2.3	2.6	2.5	2.6	2.9	2.5	2.4	2%	8%	~
Alfie Ashton 22/11/2003 Male	PP EAL SEN ALERTS	L	N	3	2	2.0	2.5	1.7	2.3	2.8	2.3	2.3	1%	4%	~
Aleksandra Barkara 12/11/2003 Female	PP EAL SEN ALERTS	L	N	3	3C	2.2	2.9	1.7	2.4	3.1	2.5	2.2	1%	4%	~
Jack Buckley 12/01/2004 Male	PP EAL SEN ALERTS	L	4B	4	3A	2.7	3.2	2.6	2.8	3.3	2.7	2.5	3%	12%	~
Reise Childs 22/06/2004 Male	PP EAL SEN ALERTS	L	4A	4	3A	3.5	4.0	3.1	3.5	3.9	2.8	2.8	6%	29%	1%
Aaron Crampton 17/03/2004 Male	PP EAL SEN ALERTS	L	N	4	4B	4.1	4.5	3.9	4.1	4.4	2.9	2.9	19%	56%	2%
Levi George 05/07/2004 Male	PP EAL SEN ALERTS	M	5C	4	5C	4.8	4.7	5.3	4.9	4.8	2.9	2.9	52%	83%	5%
Liam Harrington 16/06/2004 Male	PP EAL SEN ALERTS	L	3A	3	3B	2.8	3.3	2.4	2.8	3.4	2.7	2.6	2%	11%	~
Frankie Hindley 21/03/2004 Male	PP EAL SEN ALERTS	L	N	3	B	2.1	2.5	1.8	2.4	2.8	2.4	2.3	1%	4%	~
Julianas Jonusas 24/12/2003 Male	PP EAL SEN ALERTS	L	4C	4	4A	3.6	3.7	3.9	3.6	3.8	2.8	2.8	13%	43%	1%
Dion Rowlett	PP EAL SEN ALERTS	L	3B	4	5C	4.1	4.1	4.7	4.1	4.2	2.9	2.8	31%	66%	2%



Identify any turbulence factors or attendance issues that may affect attainment.

Context summary

- FSM Free school meals status: Yes, currently FSM
- SEN Special educational needs: SEN Support
- Ethnicity: White
- First language: English

Turbulence factors

	KS1	KS2	KS3	KS4
Attendance	88%	89%	80%	
School moves	1	0	0	
Time at KS test school	43%	100%	100%	

Year 1...
 KS4
 Filters
 Sort by Summa...

View prior attainment (compared to national expectations) and progress (compared to pupils with the same starting point).

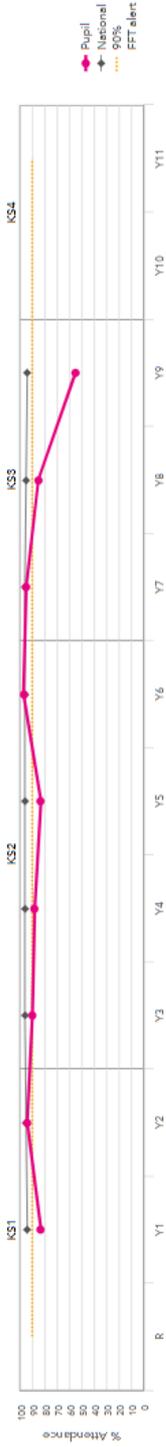
Attainment

	KS1	KS2
Reading	1	B
Writing	W	2
Maths	2C	3B
Science	1	3

Progress

	KS1	KS2
Reading	-0.1	-7.6
Writing	-4.8	-6.8
Maths	+2.0	-4.8
Science	-0.2	-3.0

Attendance tracker



APPENDIX 3

OUR Pupil Asset User Guide

Getting Assessment Embedded into Everyday Teaching

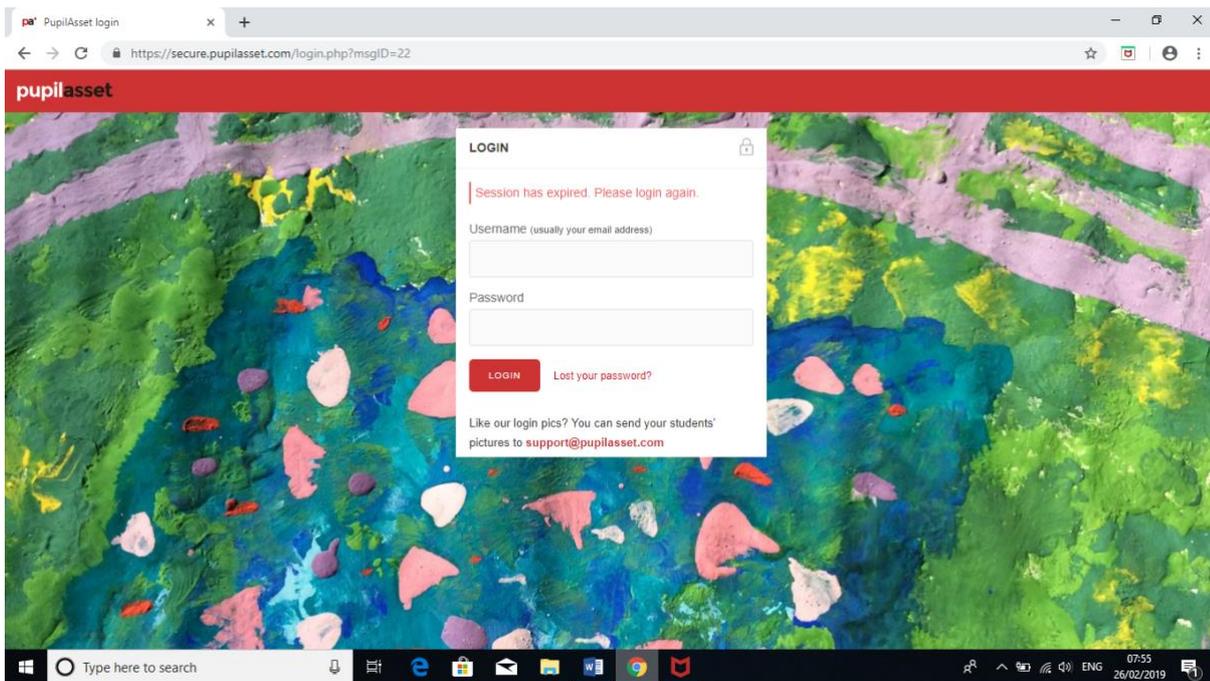
The logo for Pupil Asset, featuring the word "pupil" in red and "asset" in black, with a small red asterisk above the 'i' in "pupil".

Step by step guide to Pupil Asset for Subject Teachers

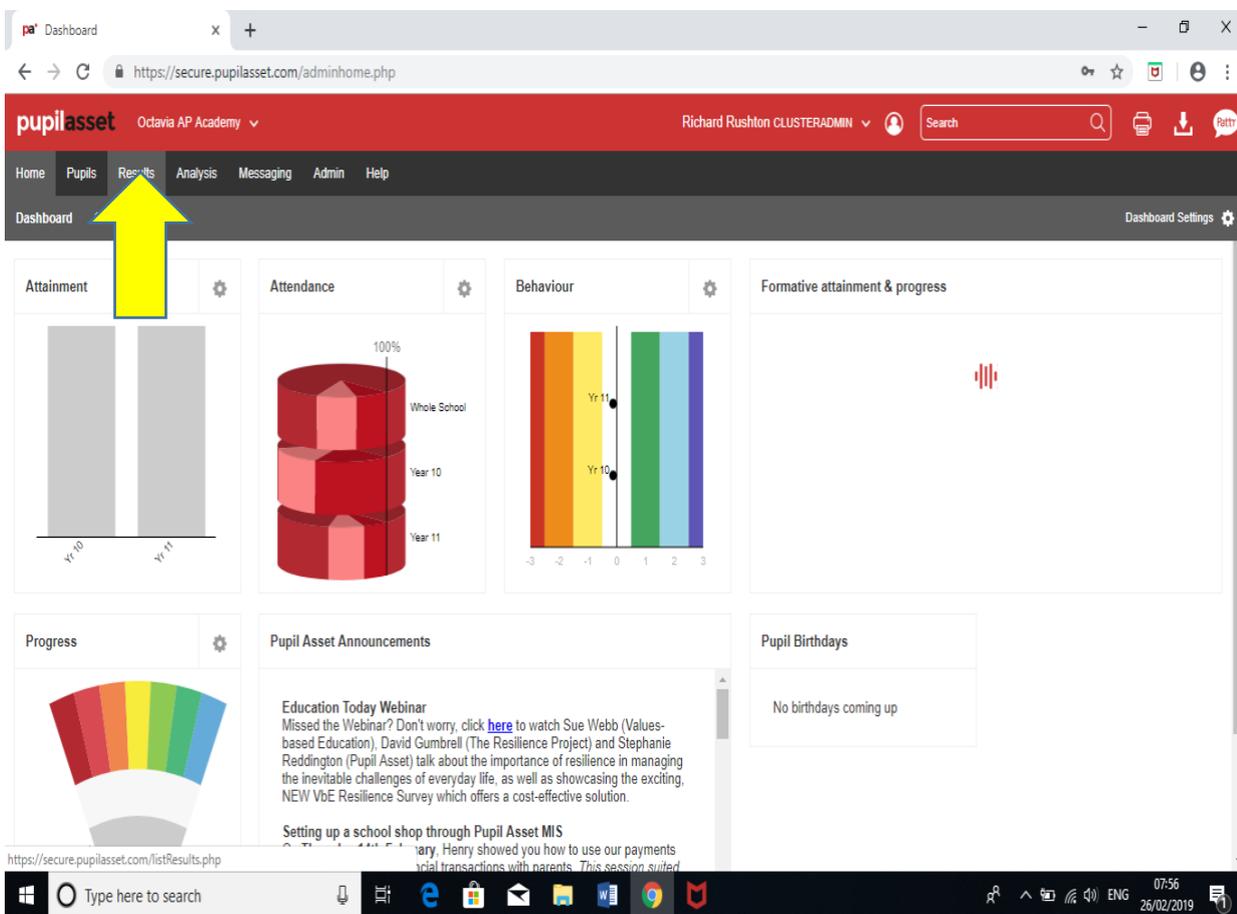
Step by step guide to getting started on Pupil Asset

Go to www.pupilasset.com

1. and login

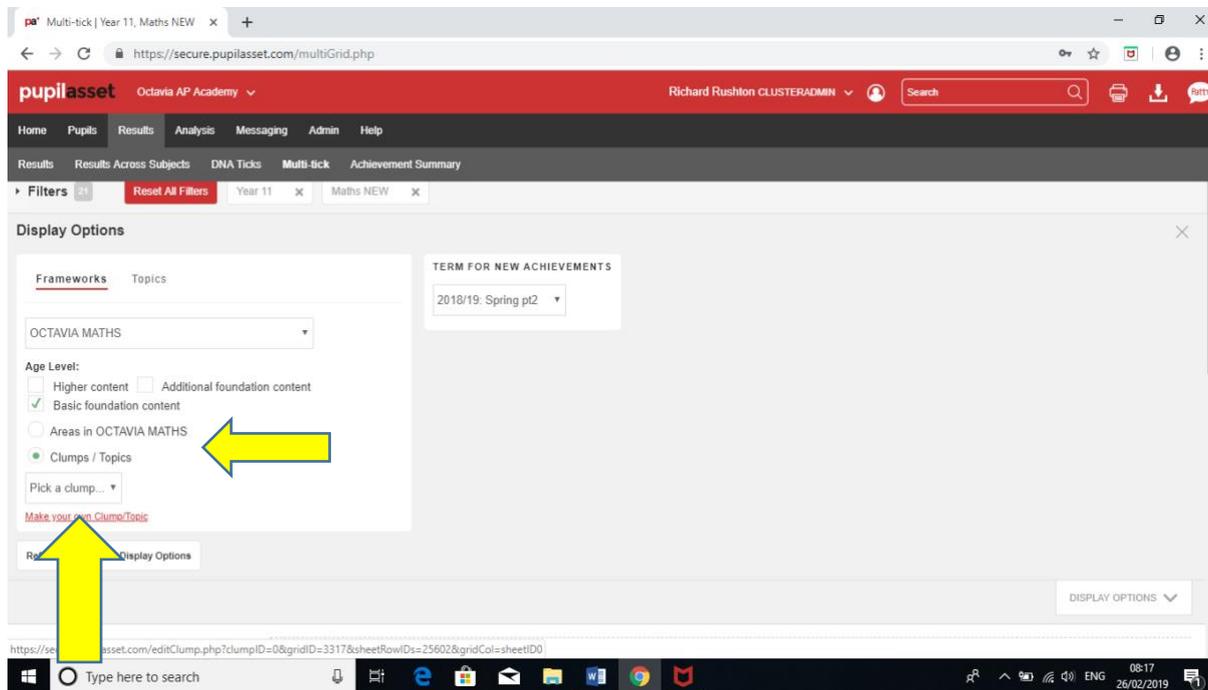


2. On the homepage click on the results tab

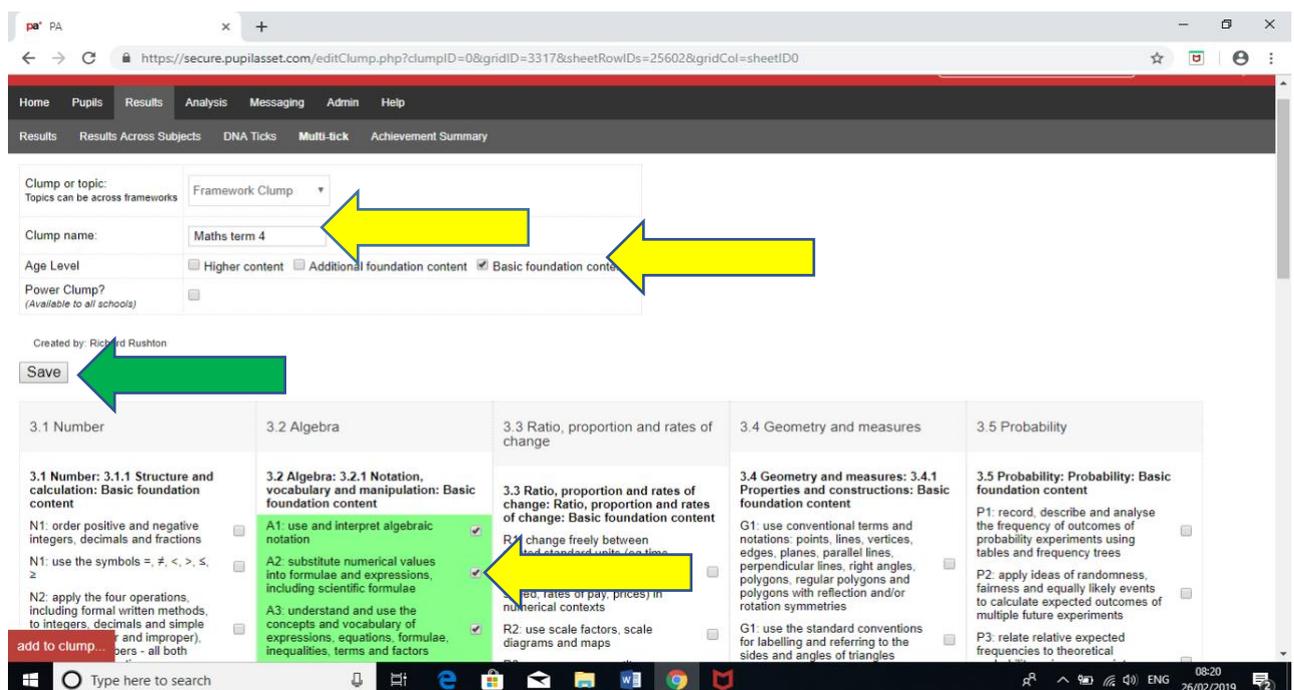


7. Once you have levelled your learners current position you now have a baseline of formative data of which to measure progress against and have done most of the hard work.

8. Now you are ready to add clumps and start to evidence learner progress. Create a clump by selecting clumps in display options and clicking on make your own clumps.



9. Name your clump (subject, year group, term), make sure correct age level is ticked and then select the areas you are teaching over term 4 (this is your medium term plan). Once you have selected all key performance indicators for the clump SAVE!



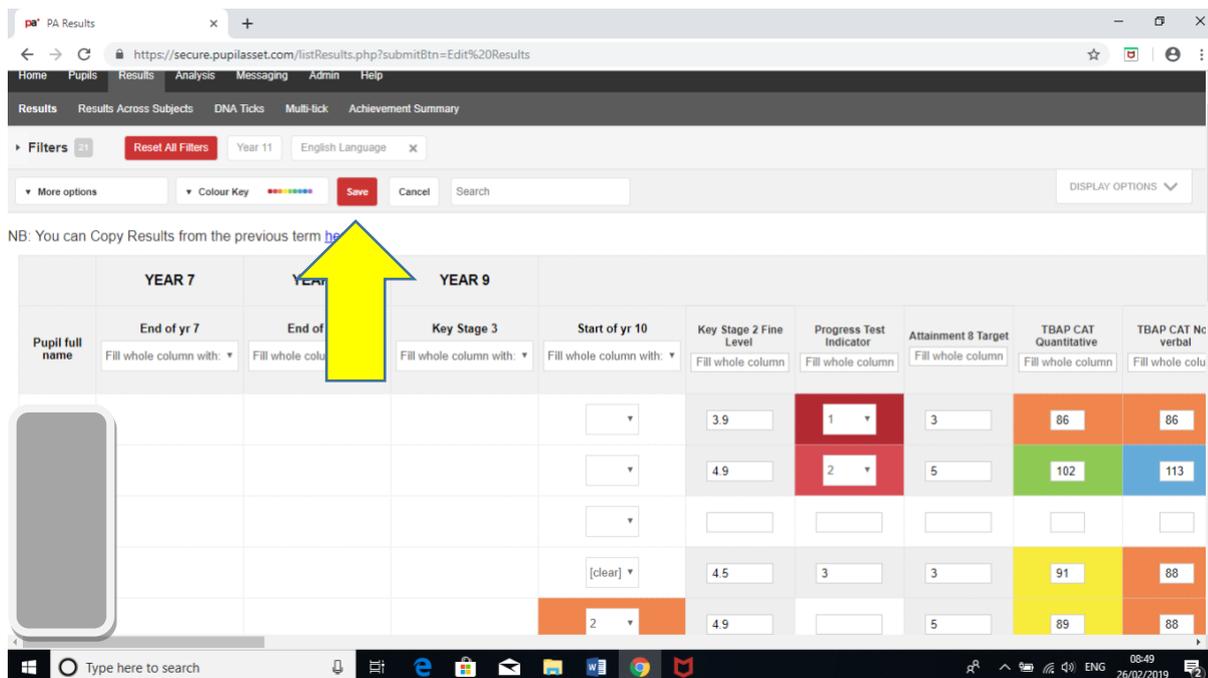
11. Once you have set your targets for each learner you need to record them on pupil asset. Go to results tab, and click on the second results tab, then click on edit results.

The screenshot shows the Pupil Asset interface for 'Oclavia AP Academy'. The user is logged in as 'Richard Rushton CLUSTERADMIN'. The 'Results' tab is active, showing a table of results for Year 11 English Language. The table has columns for 'YEAR 7', 'YEAR 8', 'YEAR 9', and 'YEAR 10'. The 'YEAR 10' section includes columns for 'End of yr 7', 'End of yr 8', 'Key Stage 3', 'Start of yr 10', 'Key Stage 2 Fine Level', 'Progress Test Indicator', 'Attainment 8 Target', 'TBAP CAT Quantitative', 'TBAP CAT Non-verbal', 'TBAP CAT Verbal', 'TBAP CAT Spatial', 'TBAP CAT Overall', 'Reading Age_Yr 10_Start', 'Spelling Age_Yr10_Start', 'Autumn Formative Weighted Target', and 'At For We Achi'. A yellow arrow points to the 'Edit Results' button in the top navigation bar. Another yellow arrow points to the 'Edit Results' button in the table's toolbar. A third yellow arrow points to the 'Edit Results' button in the table's header area.

12. Scroll along to spring formative weighted target and insert each learners individual target grade.

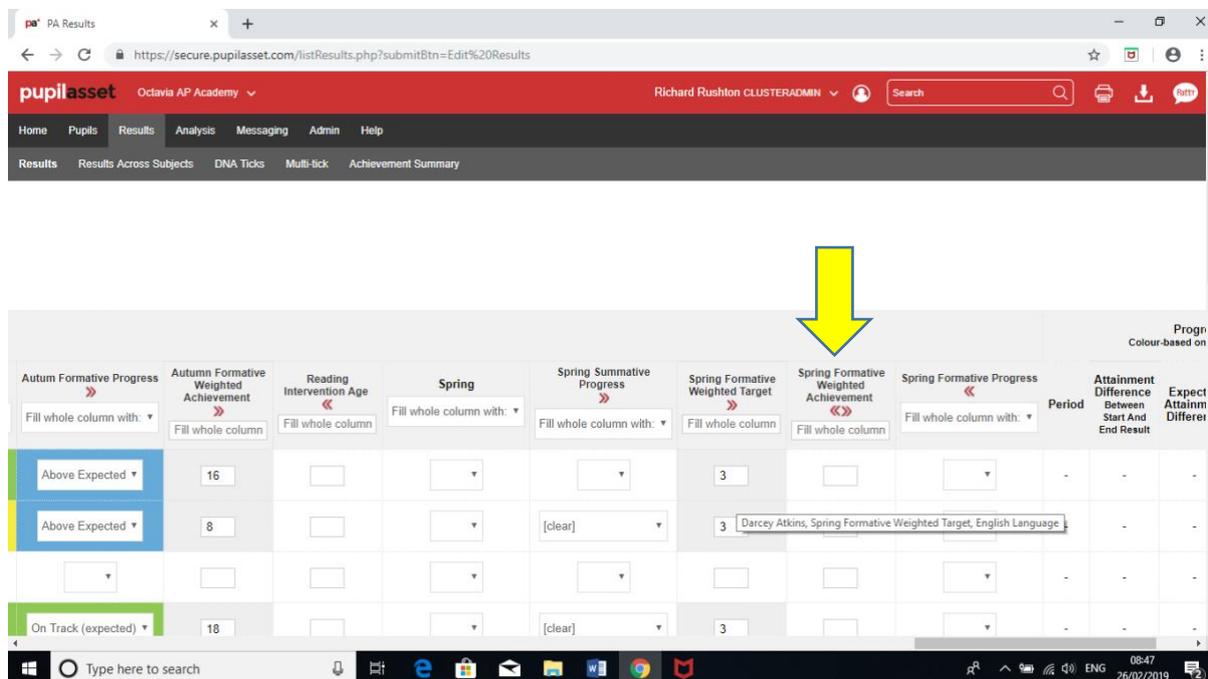
The screenshot shows the Pupil Asset interface for 'Oclavia AP Academy'. The user is logged in as 'Richard Rushton CLUSTERADMIN'. The 'Results' tab is active, showing a table of results for Year 11 English Language. The table has columns for 'Autumn Formative Progress', 'Autumn Formative Weighted Achievement', 'Reading Intervention Age', 'Spring', 'Spring Summative Progress', 'Spring Formative Weighted Target', 'Spring Formative Weighted Achievement', 'Spring Formative Progress', 'Period', 'Attainment Difference Between Start And End Result', and 'Expect Attainm Differ'. A yellow arrow points to the 'Spring Formative Weighted Target' column. A text input field is visible in the 'Spring Formative Weighted Target' column for the learner 'Darcey Atkins'.

13. Be sure to save your targets!



14. You are now set up to evidence your learners progress. Remember Pupil Asset multi ticks is your live mark book, at the end of each week log in and go to your clump and update learners progress for the week.

15. At the end of the term total up the weighted score for each learner and record in the results section, weighted formative achievement.



Next steps - the Raising Achievement Plans (RAPs) to evidence what we are doing to support those learners not making expected progress.

Need Help?

Contact Richard Rushton on rrushton@our.org.uk 020 3108 0367 ext 108 or try the **pupil asset helpline** who extremely helpful and will help you resolve your problems **01603 631436**

APPENDIX 4

OUR Raising Achievement Plan

Identifying Underperformance – Raising Achievement Plan Example

Department/Subject: Maths

Teacher:

Year Group: 11

List the names of the learners who are currently underachieving in your class(es). Indicate the possible reason/s for this. Indicate any interventions you have taken or intend to implement to raise their achievement.

Student	Group	Attend %	TBAP TARGET GRADE	Formative Progress Weighted Target	On Track	Reasons for underachievement	Interventions	Review Date
	PP SEN EAL LAC	65.8	2	60		>>>> is making good progress in lessons and is developing his understanding of algebra. This progress was supported by ELFS test results. However, Finley's attendance has meant that he is not on track to achieve his weighted target. Currently Finley has not made enough progress on the following KPI's : N2 – applying the 4 operations N4 – use of vocabulary N8 – Calculating exactly with fractions	<ul style="list-style-type: none"> For attendance monitoring, see SSM. Lesson progress is reported on Sims and the tutor feeds this back to parents on a daily basis. Differentiated work is provided in lessons to help catch up. Retrieval starter exercises on N2 & N8 Share the PA achievement summaries with Finley so he knows what gaps he need to address and tick these off as when completed. LSP is used to support other learners so teacher can help catch up during lessons. Continue to develop Finley's understanding of tier 2 & 3 vocabulary so that he is able to access GCSE exam papers. Lunchtime/ afterschool sessions offered with parents informed for support. 	End of term 2
	PP SEN EAL LAC	62	1	35		>>>>> attendance, attitude and lack of resilience to learning is attributing to him not making good progress. Currently Kyle has not made enough progress on the following KPI's :	<ul style="list-style-type: none"> For attendance monitoring, see SSM. Lesson progress is reported on Sims and tutor feeds this back to parents on a daily basis. 	End of term 2

Medium Term Plan

Medium Term Plan		Subject	Topic											
Accreditation	Year Group (s)	Term	Number of Lessons	Weeks										
<div style="text-align: right;">  </div>														
<p>Literacy opportunities</p> <table border="1"> <tr> <td>Accuracy of Spelling</td> <td>Well-structured and organised writing</td> <td>Accurate punctuation</td> <td>Oral communication skills</td> <td>Reading for meaning</td> </tr> <tr> <td>Vocabulary</td> <td>Active listening skills</td> <td>Presentation and handwriting</td> <td>Identifying type of text</td> <td>Reading to analyse and inter</td> </tr> </table>					Accuracy of Spelling	Well-structured and organised writing	Accurate punctuation	Oral communication skills	Reading for meaning	Vocabulary	Active listening skills	Presentation and handwriting	Identifying type of text	Reading to analyse and inter
Accuracy of Spelling	Well-structured and organised writing	Accurate punctuation	Oral communication skills	Reading for meaning										
Vocabulary	Active listening skills	Presentation and handwriting	Identifying type of text	Reading to analyse and inter										
<p>Numeracy Opportunities</p> <table border="1"> <tr> <td>Number</td> <td>Shape, Space and Measures</td> <td>Problem Solving</td> </tr> <tr> <td>Interpreting Data/Handling Information</td> <td>Using Calculations</td> <td>The Number Systems</td> </tr> </table>					Number	Shape, Space and Measures	Problem Solving	Interpreting Data/Handling Information	Using Calculations	The Number Systems				
Number	Shape, Space and Measures	Problem Solving												
Interpreting Data/Handling Information	Using Calculations	The Number Systems												
<p>Spiritual</p> <p>Sp1: I show an enjoyment, fascination in learning about myself, others and the world around me. Sp2: I understand that people have different values and religious beliefs and respect this. Sp3: I can discuss my own beliefs and feelings. Sp4: I am able to form and maintain healthy relationships. Sp5: I use imagination and creativity in my learning. Sp6: I can take time to be still and reflect.</p>														
<p>Moral</p> <p>M1: I can recognise everyone is unique and valuable. M2: I know how to think about my actions and forgive others. M3: I make responsible decisions, being aware of right and wrong. M4: I can listen and respond respectfully to others. M5: I show respect towards the environment and contribute to make a clean, healthy environment.</p>														
<p>Social</p> <p>S1: I understand that we are all individuals and unique. S2: I know what a community is and that I am an important part of it. S3: I can help people on an individual, local or even global scale. S4: I can participate and make a contribution in my community. S5: I enjoy being with people from different backgrounds</p>														
<p>Cultural</p> <p>C1: I enjoy learning about, understanding and respecting diversity. C2: I can recognise different faiths and the impact they have on me. C3: I am learning about Britain and its role in the world. C4: I can socialise and interact with different cultures and lifestyles. C5: I can participate in cultural activities such as art, dance, music and sport.</p>														
PA Ref no.	Lesson Objective/KPI	Teaching Activities	Assessment	Links/Retrieval Opportunities										

*The Pupil Asset reference numbers should be recorded on Pupil Asset as a clump for the terms teaching

APPENDIX 6

EEF Teaching Assistant Scaffold

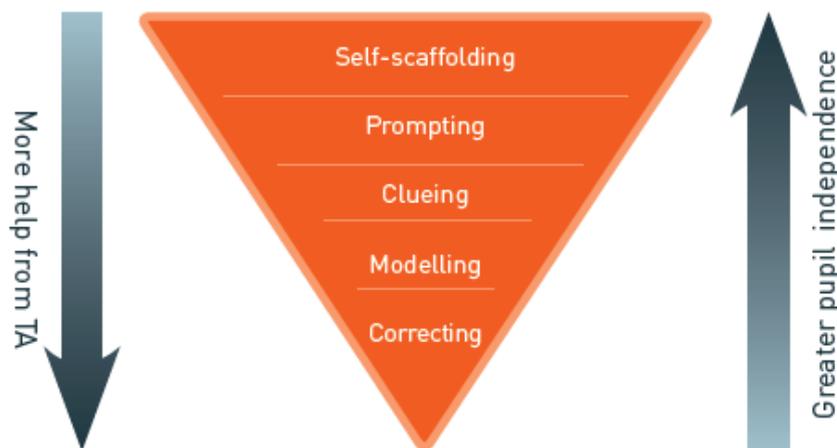
MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions



This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.

Appendix 7

Ross Morrison McGill's Question Matrix

The Question Matrix

The use of Blooms taxonomy is a good way to plan your questions. The question matrix takes this a step further and provides a planning tool to help plan questions more effectively.

The model involves a six step process of asking questions to:

1. Clarify & assess understanding
2. Challenge assumptions
3. Examine evidence to support argument
4. Gather viewpoints and perspectives
5. Predict implications & consequences
6. Question the question

Question Matrix ✦ *deeper thinking skills*



		shallow				deep	
		Q	is	did	can	will	might
shallow	What	What is..					
	Where	Where is..					
	Who						
	Why						Why might...
	How						
	deep						

Appendix 8

10 Retrieval Techniques by Tom Sherrington

1. Quick Fire Quiz

Everyone know this one but it can still be done well or badly: Teacher reads out the question or presents them via slides or an audio tape (eg in MFL). The questions can be spontaneously generated or prepared. Questions can be simple factual recall, mental maths or multiple choice;

All students write down their answers. Teacher reveals the answers, one by one or all at once. Students check which they got right. Swapping answers to check is an option but it can be a faff and takes away from the message that students need to be evaluating the depth of their own learning. If you've prepared this in advance, it is much more time efficient if students can see the answers all at once to check rather than wait for each to be read out.

It's important that the teacher discusses common wrong answers – which is one of the main functions. If you can do lots of confidence-building questions quickly (rather than deliberately hard ones) – you can get a great buzz of enjoyment. Knowing things is fun!

2. Paper Quiz

Everyone gets a copy of the questions and writes down answers at their own pace within a time limit. This is much less teacher-directed. It frees the teacher up to circulate and spot common errors as they emerge. It allows for a wider range of question types and makes it easier to engage in with worded questions that can be hard to read from a slide.

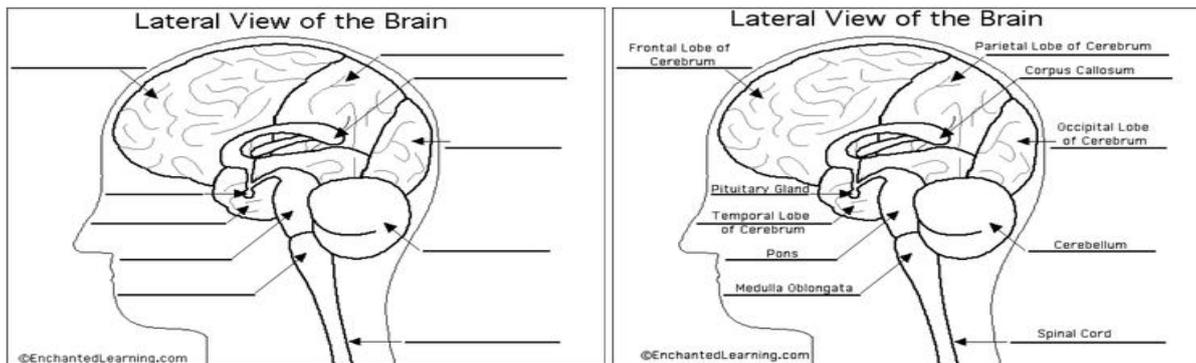
The checking process is much better done with pre-prepared answers rather than reading out answers one by one. Why? Because it is quicker, allows for more detail in the answers, it allows students to focus on things they got wrong and helps to build their capacity for self-assessment.

3. Silent Self-Quiz

Try this. Which ones do you know?

Word	Meaning	Word	Meaning
	consisting of or resembling dung or faeces.	Stercoraceous	consisting of or resembling dung or faeces.
Sesquipedalian		Sesquipedalian	characterised by long words; long-winded.
	the abatement of a fever (cease boiling)	Defervesence	the abatement of a fever (cease boiling)
Eucatastrophe	a sudden and favourable resolution; a happy ending.	Eucatastrophe	a sudden and favourable resolution; a happy ending.
Commensalism		Commensalism	two organisms; one benefits; the other derives neither benefit or harm
	inability to recognise faces of familiar people.	Prosopagnosia	inability to recognise faces of familiar people.

How well can you learn these labels? (Test and then check)



In a test like this, students can generate answers and then check if they were right, silently and privately. They can repeat this, multiple times. Any number of resources can be used – blanked diagrams, cue cards with answers on the back, maths questions with answers kept separately. This process keeps the outcome of the assessment with the student – the most important place! They learn what they know and don't know. You can then discuss common errors and problems. It saves a lot of time with asking questions and marking them – all of that is done mentally by the students.

4. Paired Quiz.

Here, we start using Dylan Wiliam's excellent strategy: *Activating students as resources for one another*. In order to maximise the extent of retrieval practice that goes on, it is fantastic to get students to quiz each other in pairs. One student has the material – questions, answers, cue cards, knowledge organiser, text – and asks the other student questions. "Test me" – it's a well-used technique and can be harnessed in lessons. Give a time limit and then get them to swap around. You get a room full of students checking their knowledge. I've seen this done in superbly well in languages where the teacher circulated to check for accent issues and common errors listening in to the multiple paired quizzing dialogues.

5. Self-Explanation

Beyond simple recall, ask students to explain something to themselves. You simply give students a few silent moments to complete a mental task. They have to generate a version of what they understand that they can either then self-check or write down or use to respond to further question. However the process of mental rehearsal is important; making this explicit helps to train those who don't do it spontaneously.

What is the story of Henry VIII's Six Wives? Run through it... then check.



	Catherine of Aragon	Anna Boleyn	Jane Seymour	Anne of Cleves	Catherine Howard	Catherine Parr
Years as Henry's Wife	1509 - 1533	1533-36	1536-37	1540 Six Months	1540-42	1543 until his death in 1548.
How known to Henry	Married to his brother 1501	Courtier. Concubined with Henry 1528-32	Lady-in-waiting to her predecessors.	Met just before marriage. Arranged for alliance building	Anne of Cleves' Lady in Waiting	Known to family. Friend of Mary.
How?	Mary Later Queen No male heir.	Elizabeth Later Queen	Edward Later King	No	No	No
What Happened	Divorced so it could marry AII. Henry changed law so divorce not blocked by Pope.	Beheaded Tower of London	Dead with childbed fever.	Divorced. Marriage annulled after six months.	Beheaded	Survived Henry. Died a year later in childbirth with new marriage.
Significant Information	Catholic. From Spain. Daughter of Ferdinand and Isabella. Pious. Divorce was origin of separation from Rome leading path to England as Protestant state	From Norfolk. European. Education. Miscarriages. Accused and sentenced for treason and adultery.	Henry 'grief stricken'. Then not married for over two years.	From Germany. A Protestant state. Strategic marriage but a disaster. Thomas Cromwell blamed for arranging it - amongst other things - and was also beheaded.	Found to have had affairs before marrying Henry and during marriage. Henry 'weep with rage and self-pity'	Cared for Elizabeth and Edward. Later married Thomas Seymour, Jane's brother. Had child with Thomas but died with child-bed fever.

6. Demonstration and Performance

Of course LOTS of knowledge isn't simply quiz-able declarative knowledge. You can ask students to show what they know: a procedure; a technique; a routine. Have you learned it? Show me... Of course as a student shows what they can do to a teacher, they are showing themselves what they can do. This is important. Again, the intensity and frequency can be amplified by getting students to show each other in pairs rather than one-by-one with the teacher, as long as they have the tools to evaluate success. This is common in practical areas and performance areas – sport, music, art – but it also has a role in science, maths, English where the modelling process could be framed as 'teaching'. E.g. teaching the class how to answer a maths problem.

7. Paired or individual elaborative-interrogation

A form of quizzing that can be done in pairs or as a silent private process, is elaborative interrogation. This is where students explore their schema by answering How and Why questions.

Why does this happen? How does it work? Why does it work? Why did she say that? Why do you use that structure? Why is that the most important reason? How do you know?

If you train students to use some of these question stems and give them resources that help them to verify the answers, this makes for a deep retrieval practice exercise

8: Tell the story; rehearse the explanation

Lots of knowledge forms a narrative structure – a series of events, a process, cause and effect. So, the retrieval practice can be formed as 'telling the story' to someone else who can play the role of verifier. Any explanation can then be improved and rehearsed. You can get better at telling a story in more detail.

Here are some examples. Tell the story of a water molecule as if follows the water cycle: (with or without key words provided)

Tell the story.....

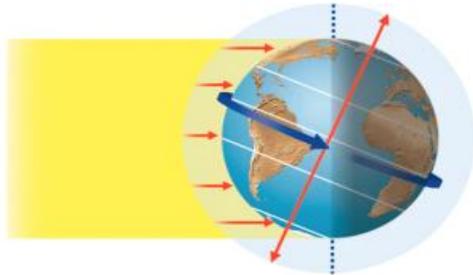


- Key Words**
 Evaporation
 Convection
 Condensation
 Precipitation
 Energy
 Warm/Cool
 Flow
 Vapour
 Fall/rise

Why does the sun rise in the East?.... How good was your friend's answer? Now you have a go...

Why does the sun rise in the East?

Success Criteria:



Features	Success?
Before sunrise, Sun is at a distance, not visible to the part of the Earth experiencing night.	
Earth rotates anticlockwise (looking from North pole)	
As night moves to day, Sun appears on East horizon - to our left if we stand facing South.	
The impression of 'rising' is an illusion; it is the Earth rotating relative to the Earth-Sun line.	

Of course this material can be used for self-explanation in the first instance.

9: Summarising

This is a useful recall process although it is less precise in terms of checking – because every summary can be different. A retrieval process can be something like:

Last week we looked at renewable energy. Summarise the main advantages and disadvantages of a wind farm: Go! .

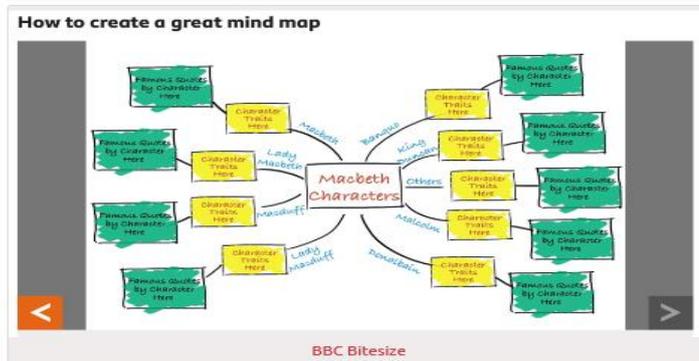
Then show your definitive response for checking:



Advantages	Disadvantages
Reduces consumption of fossil fuels for electricity production	Wind generators are only feasible in certain areas
Reduces production of greenhouse gases	Each wind turbine kills about one bird per year
Reduces production of pollution	Wind generators make a humming sound that can be heard nearby
Can provide extra income for farmers	Wind generators are tall and can block the views of nearby scenery
Wind is a renewable energy resource	

10. Map and Compare

This method is where you want to check students' capacity to make links. Ask them to make a memory map of the key aspects of a topic... e.g. Reactions of Metals OR Themes in Hamlet OR Generating Electricity. These things can be much tighter sections of knowledge too: Types of radiation; the key events and figures in the Cuban Missile Crisis.



Students then make mind-maps in a quick, memory -dump style before checking against a good resource – their knowledge organiser, exercise book or a teacher-completed version: What did you get right? What did you miss out completely?

Trial by Ordeal? What can... Screen Shot 2018-11-12 at 16.21.03

History: Trial by Ordeal



Trial By Ordeal

<p>Anglo Saxons had two main types of trial by ordeal.</p> <p>Used if no other form of proof.</p> <p>Trial by Fire: Hot iron. Walk a few paces holding iron Wound inspected after a few days If clean – proof of innocence If started to fester – deemed guilty</p> <p>Trial by Water: Water repelled sin If you floated, guilty.</p> <p>1066: Normans brought over Trial by combat</p>	<p>*Ordeals supervised by Clergy. *God was judge, and would ensure the innocent survived *Ritualised, painful and dangerous test *Neither torture or punishment, method of proof</p> <p>Before 1066 Anglo Saxons used trial by ordeal.</p> <p>1066 Norman Conquest. Normans added Trial by Combat.</p> <p>1215 Trial by Ordeal replaced by Trial by Jury</p> <p>Losers often killed anyway – because they would have been executed for being guilty.</p>
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Students then make mind-maps in a quick, memory -dump style before checking against a good resource – their knowledge organiser, exercise book or a teacher-completed version: What did you get right? What did you miss out completely? Trial by Ordeal? What can you remember? Go.....

Appendix 9

Rosenshines FAQ by Tom Sherrington

Rosenshine's Principles: 10 FAQs.

POSTED BY [TOM SHERRINGTON](#) · OCTOBER 2, 2019 · [2 COMMENTS](#)

FILED UNDER [ROSENSHINE](#), [TEACHING](#)

Having published the little red and black booklet, [Rosenshine's Principles in Action](#), I now get asked to talk about it a lot. I also get asked a lot of the same questions. Here's a sample of 10 FAQs.

1. Do the principles all apply to every lesson?

No. It's really important not to think of the Principles as some kind of lesson plan. Different lessons in a learning sequence will require a different focus: some might have more explanatory modelling; more questioning or more independent practice. You might have whole lessons of practice and whole lessons of teacher modelling and questioning. You might not literally do 'daily review' every day. However, over a series of lessons that relate to a secure sequence, you might expect all elements of the Principles to feature in some form.

2. Do the principles apply to every subject?

Yes, to varying degrees. I can't think of a subject where ideas about review, modelling, questioning, sequencing concepts and practice don't apply. The Principles will be more directly relevant to the parts of a curriculum where the learning relies on teacher modelling; when there is a specific knowledge base that is best delivered by teacher instruction; where learners are more definitely novices relative to the teacher. Where there is more emphasis on collaborative learning, open-ended project work, devising, making and so on, then instructional teaching will be less of a focus. Arguably all these things are forms of practice so it depends on how you want to define things.

3. What's the difference between daily review and weekly/monthly review?

The main difference is the purpose. Daily review is a process for activating prior learning in readiness to build on it during the lesson. You set a question or task that makes all of your students think about ideas they've encountered before, related to today's lesson, so that they can start to make new links; to continue to build their schema. Weekly and monthly review are processes for ensuring that we are spacing practice over time, attenuating forgetting and strengthening retrieval. At the same time, by looking back, we'll be making links between areas of learning, deepening students' understanding. It's likely that monthly review will span a wider content range than daily review, so that the learning is more synoptic and avoids the 'cue' effect. (If we 'cue' the review too much, signposting the solution type, we remove an important aspect of thinking and problem solving – 'what do I need to do here?')

However, the tasks and techniques you use for any review process might be the same – there's a whole repertoire of retrieval practice techniques teachers might use including these: [10 Techniques for Retrieval Practice](#)

4. What does the 80% success rate refer to?

My reading of this is that Rosenshine is talking about the overall success of all students getting answers right in a lesson. This means it's an approximate average of all students' success. It definitely does not mean that 80% of students understand an idea. It means that, on average, all students are getting 80% right – albeit with variation. He contrasts it with a study where 'only' 73% success was observed, suggesting even this was less effective. Personally, I'm dubious about the precision here. 80% is a nominal indicator or 'high success rate' suggesting that it's important for students to practise getting things right in order to build confidence and fluency, versus emphasising 'struggle time'. At the same time, it's not 95% success – which would suggest the challenge level is too easy. It's best not to get hung up on the number!

5. What about supporting students with learning needs or lower confidence?

Teachers worry about questioning, reviewing and checking for understanding put undue pressure on less confident students. My response is that, if you know your class well and create a positive 'high challenge, low threat' culture (to borrow from Mary Myatt), then all of these things build confidence. It can be useful to use pair discussion to allow students space to rehearse their thinking before volunteering public answers; sometimes you can question some individuals while circulating during a practice phase. However, if you pitch the material right, you should be providing underconfident students with opportunities to practise that make them feel successful and therefore gain confidence. Also, sequencing concepts, modelling and scaffolding should allow all students to gain access to the ideas in hand and make steps towards understanding and fluency.

6. What about stretching high attainers?

Here, as Rosenshine says, the more confident your learners are, the greater their prior knowledge, then the more you can afford to present material in bigger chunks; the less you need scaffolding and the more quickly you can move into the independent practice phase. If you use the 80% success-rate as a guide, if students are approaching 100%, you need to adjust to push them on to harder questions and challenges. Instructional teaching is explicitly responsive – you adapt according to the level of understanding and fluency students achieve.

7. Where do relationships come into it?

I find it odd that people ask this, as if Rosenshine's principles claim to be a universal guide to all things related to education. However, it doesn't mean relationships are absent even if not listed and addressed explicitly. It's implicit that the principles are being deployed in a positive environment conducive to learning. Also, embedded in the principles of questioning and checking for understanding with plenty of 'process questions', is the idea you are getting to know your students; you learn about what they know and how they think in order to decide whether you need to re-teach, give corrective feedback and so on. There's something about really caring about your students that suggests you're interested in what they have to say and where they have gaps in their understanding.

8. Why focus on Rosenshine and not Formative Assessment?

This is a good question. As I've outlined in this post about the five Wiliam/Thompson strategies [Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies](#), there is a strong link from each of these ideas to other ideas from cognitive science and other areas of research. I think a great deal of what many people still call 'AfL' overlaps with Rosenshine's principles: daily/weekly/monthly review, questioning, checking for understanding, guided practice (with implicit feedback). However, whereas Wiliam's work focuses more on the feedback and self-assessment aspect of teaching, Rosenshine gives emphasis to modelling and scaffolding – the explanatory side. Arguably this is all wrapped into what Wiliam calls 'clarifying learning intentions' including developing success criteria.

So, it's better not to set up a choice between them. Taken together, the 'Rosenshine ten' plus the 'Wiliam five' make a great framework.

9. What's the issue with it being a checklist?

I am asked this a lot. The problem with it being a checklist is that, in unsophisticated hands, it becomes a list of 'non-negotiables' to be done in every lesson. As I explore above, this isn't appropriate. Worse still, it can be turned into a reductive ticklist of things to be completed, rather than a set of processes that flow through a learning sequence. However, there is value in using a list of Rosenshine's principles as a self-evaluation tool and possibly a team-audit tool: which of these principles do we use regularly? Where could we gain the most by developing our practice? Where in our lessons do students get independent practice? Do we all check for understanding in sufficient depth and responsively adapt our teaching accordingly.

Like anything, it's what you do with it that matters. I have a horror of SLTs that have already morphed this into a set of rules – expectations for every lesson, even to the point of them representing a linear sequence to form a lesson plan. That's just a failure of understanding.

10. What's the best way to run CPD on Rosenshine?

I think this has several elements and stages:

- Read the original paper, all at once or bit by bit.
- Clarify understanding of the principles: meanings of terms and processes, linking to a conceptual model for learning – supported by resources such as the diagram above.
- Discuss how they apply in the context of each subject area – they need to make sense in the context of the material the instruction relates to.
- Model the techniques: get volunteers to show how the principles are enacted in lessons, bringing them alive, inviting questions and challenges, exploring potential obstacles.
- Agree a focus on small number of the principles – perhaps one of the four strands I explore – with individuals committing to develop and practise them in a specific series of lessons.
- Review the experience of practising using the ideas that were discussed, exploring successes, refinements, next steps.

