

St. Aidan's Catholic Academy – Teaching and Learning

THE PRINCIPLES OF INSTRUCTION

01 DAILY REVIEW



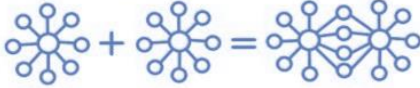
02 NEW MATERIALS IN SMALL STEPS



03 ASK QUESTIONS



04 PROVIDE MODELS



05 GUIDE STUDENT PRACTICE



06 CHECK STUDENT UNDERSTANDING



07 SCAFFOLDS FOR DIFFICULT TASKS



08 INDEPENDENT PRACTICE



09 WEEKLY & MONTHLY REVIEW



10 NARRATIVES



SMART

St. Aidan's Minds Active Retrieval Task
All of our lessons start with 6 retrieval questions

When introducing new knowledge we break it down into small chunks to reduce cognitive over load. This can be seen in our short term planning.

All lessons are key concept led, key question driven. We identify and target key questions to ascertain the progress of all pupils.

We use diagrams, models, worked examples or concrete representations ("**I do**"). We think aloud when explaining procedures.

Our pupils are given opportunities to practice, rehearse and summarise new material ("**we do**"). We circulate to support during this process.

We check the understanding of all pupils and provide feedback, sharing next steps for greater understanding. We address misconceptions.

Our planning highlights '**success for all**'. Appropriate scaffolding is used to ensure all pupils are supported. We fading support when ready.

Pupils have **15 mins** of deliberate practise work every lesson ("**you do**"). We check for misconceptions and provide feedback, varying our tasks.

We involve pupils in reviewing knowledge & skills over time to support long term memory. Further independent practice is deployed.

We have consistently high expectations of all pupils and use a common language (narratives).

How do we develop literacy?

We introduce the tier 3 vocab for our lesson & explore etymology to deepen understanding



We use relevant key reading & 'connect 4' to develop fluency.



We ask our pupils to use the cards in their planners to identify their progress and ask for support throughout lessons.



We have a no hands up policy to ensure that all pupils are given the opportunity to answer questions.



ClassCharts

- We use ClassCharts to:
- Review SEND individual learning plans to inform planning.
 - Record achievement & behavioural points.

"Happily, whilst learning and teaching are undeniably complex, it turns out that they are not that complex: we can formulate a coherent evidence-based model that links theory to practice." **Tom Sherrington, Rosenshine Principles**