

**KEY PEDAGOGICAL
APPROACHES**



ENGINEERING

SUCCESS

'PRACTICE MAKES PERMANENT'

— DOUG LEMOV (PRACTICE PERFECT: 42 RULES FOR GETTING BETTER AT GETTING BETTER)

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'

- W, Arthur-Ward

'Over time, teachers should begin to gradually reduce the amount of modelling as pupils begin to think more metacognitively'

- EEF (Supporting self-knowledge through modelling)

'Pupils with SEND benefit hugely from explicit, systematic instruction and systematic rehearsal of declarative and procedural knowledge.'

OFSTED - (Mathematics Review Series 2021)

KEY PEDAGOGICAL APPROACHES



1

I do, we do, you do

To scaffold between guided and independence

3

Say it again, better

To enhance explanation

6

Independent Practice

To embed skills

8

Signal, Pause, Insist

To ensure pupils don't miss key learning

10

Formative use of tests

To support teacher planning

2

Metacognitive talk

To show pupils the thought process

4

Cold Calling

To check pupil understanding

7

Success Criteria

To enable pupils to understand the key elements of success

9

Positive Relationships

To support pupil progress and love of school

5

Consolidation

To support pupils with their retrieval of key knowledge



1

I do, we do, you do.

Why?

Clear modelling gives novice learners a clear structure to work with to enable them to become independent.

How?

The teacher will firstly demonstrate, then pupils will work alongside the teacher. When ready, children will try for themselves.



Metacognitive talk

Why?

By talking through thinking, pupils are able to evaluate and revise their approach to become more strategic thinkers.

How?

Teachers model effective metacognitive talk. Pupils are given time individually, in talk pairs and small groups to practise.



3

Say it again, better

Why?

This approach enables pupils to 'think out loud' before developing their answers. This builds the depth and sophistication of their responses.

How?

Teachers create a safe space to enable pupils to develop their answers e.g. by asking them to include certain vocabulary



Cold calling

Why?

Enables teachers to effectively assess pupil understanding and increase pupils engagement within whole class teaching.

How?

Teachers create a safe space where mistakes are valued. Some questions will be asked in a no-hands up approach, meaning all pupils should be prepared to answer





5D

Consolidation

Why?

Recapping and reviewing learning supports it being committed to pupils' long-term memory

How?

Retrieval activities are designed to recap the most important elements of a concept. Assessment informs planning these activities.



Independent practice

Why?

Regular and sustained independent practice enables pupils the time they need to embed the knowledge and skills they have learned, developing confidence and proficiency.

How?

Planning sequences ensure this time is prioritised. Teachers always model using the 'I do, we do, you do' approach beforehand.



Success criteria

Why?

Highlighting what success looks like provides a clear scaffold for learners to grow and develop.

How?

Marking ladders are used in each lesson and are continually referred to by teachers to enable pupils to self-assess..



Signal, pause, insist

Why?

A clear expectation of attention being on the teacher enables pupils to see and hear the important information they need.

How?

Teachers will ring the chimes in order to get the class' attention. They will then wait to ensure every child is listening.



Positive relationships

Why?

Children who have positive relationships with staff have increased wellbeing, show growth in personal development and academic achievement.

How?

Staff prioritise time interacting with pupils throughout the school day, showing an interest in them as people.



Formative use of tests

Why?

By analysing gaps in pupil understanding, teachers are able to grow pupils' knowledge and skills.

How?

Low stakes testing is regularly used. Teachers use the information to inform their planning and this supports children beating their personal best.