Approach to Teaching and Learning

Intent

It is our intent to develop active learners, able to contribute to their own learning across all subjects. Our aim is to fire our children's imaginations, so that they want to learn more for themselves. We want to nurture children to be independent thinkers, unafraid to respectfully challenge the accepted narrative of what they are being taught, through asking questions to seek further information.

We want our teachers to assist our children in learning to think like an expert in the subject that they are studying: using what they have learnt or utilising the resources available to make their own interpretations and draw their own conclusions - i.e. to think like a scientist or a historian.

Our ultimate aim is that our children will leave The Meadows with well-developed schemata and skills, enabling them to apply their learning in a range of contexts, ready for the next phase of their learning.

Implementation

All of our planning and delivery is based upon Rosenshine's Principles of Instruction:

1. Daily Review
2. Present new materials using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

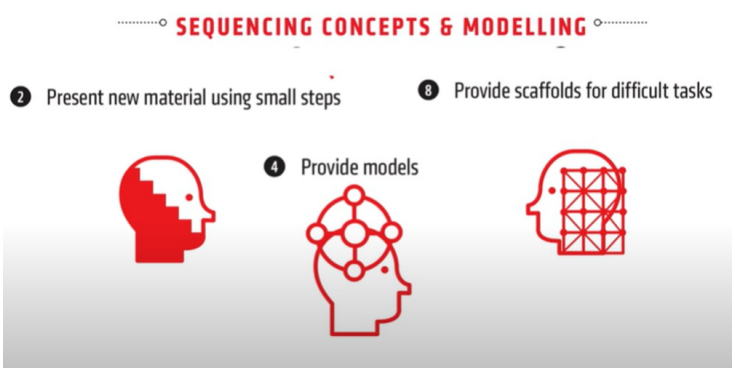
We expect teachers to implement a range of these strategies in each lesson that they plan and teach. Teachers will select the most appropriate principles in order to turn medium term plans into engaging lessons that will result in positive outcomes for children.

Teachers must plan activities that provide a scaffold to support children to be generative with their learning, allowing them an opportunity to apply their thoughts in a range of contexts. This enables children to have a depth of knowledge and application, providing opportunities to show that they fully understand the teaching and their own learning. This will help children to know more and remember more.

The following appendices provide further information and guidance on Rosenshine's Principles. Each of these principles have been grouped into related strands in order to provide an aide memoir for teachers.

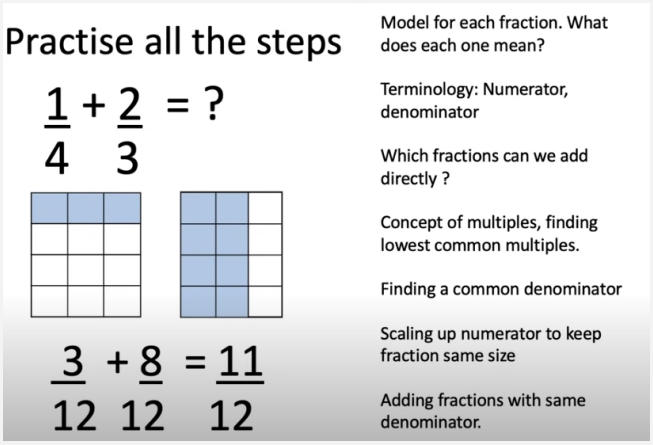
Rosenshine's Principles

Strand 1: Sequencing concepts and modelling



Principle 2: Present new material in small steps

- New knowledge should be broken down into small steps.
- Think about all the steps that the children need to be able to do in order to complete the activity that you are expecting them to complete—this might mean a bit of a recap of certain skills. A good example to think about is: if the outcome is to play a piece of music on a recorder, they'd have to know how to read music and which holes to cover in order to play the right notes.—so you'd have to make sure that they knew that first.
- Know that even if they've been taught all the necessary skills in the past, the children may not make the explicit links—we have to do that as teachers.
- Avoid cognitive overload. Teach a bit, then let the children practise that bit. A good example is to think about teaching a dance routine: you'd never show a whole dance and expect anyone to know it straight away. You'd teach a bit at a time and let the children have a go at each bit, adding a new step at a time. 'Build slowly, seeking to secure success at each point whilst also assimilating each part into the whole.' (Sherrington 2019)



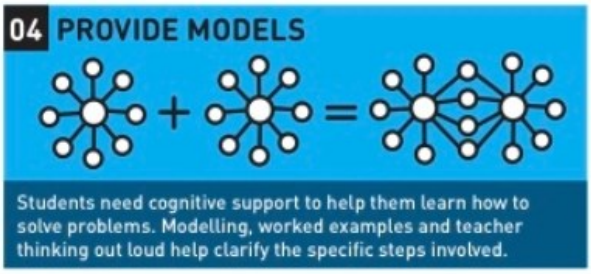
- Make the links to ensure that schema is strong by continually putting new learning into context.

'moving from the big picture of a subject down to a detailed area of focus and back again. We zoom out to orientate ourselves and zoom in, ever further step by step. This helps students to form a clear schema, locating an area of learning in relation to others. ' (Sherrington 2019)

E.G. It's pointless teaching about Rosa Parkes (who she was and what she did), unless we know about the Equal Rights Movement.

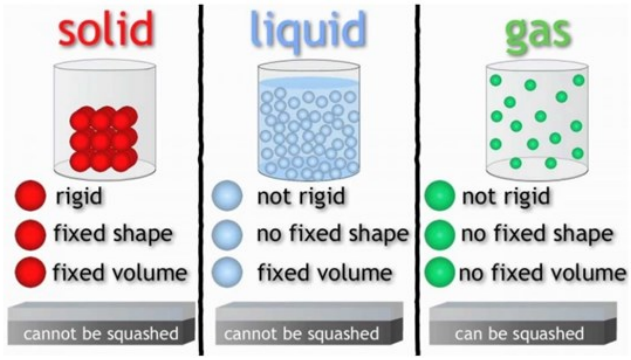
Children wouldn't understand the WW1 poetry with no knowledge of what combat was like in the trenches.

Principle 4: Providing Models



Models can be:

- Narration of the thought process
- Examples of completed tasks (what a good one looks like, modelled paragraph, working through a calculation in steps [worked example] etc.)
- Conceptual models (this will include organising the information into a way that it makes it easy to understand and memorable)



What does it look like in practice?

Narrate the thought process:

As the teacher works, they should model their own thought processes: Where do you start with the maths problem? How do you plan the essay? How do you write in a certain genre (word choice, phraseology)? How do you answer the comprehension question?

Think about what it is like to be the child completing the work. Ask the questions that they will need to ask themselves in order to complete the task. Think about what will they need to include in order to make the work the best it can be. Highlight the prior knowledge from other schema that they will need to recall in order to help them to make the links.

This has a direct link with the worked example—see below:

The worked example (or worked-out example):

Narrating the thought process and worked examples are often a combined activity.

Effective teachers will tend to provide students with many worked examples so that the general patterns are clear, providing a strong base from which to learn. Sherrington (2019)

The fewer worked examples a teacher uses, the greater the cognitive load. The idea is to gradually reduce the level of completion, so that the children learn to do it by themselves. The '**I do, we do, you do'** model is a perfect example of this.

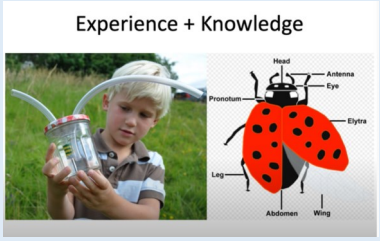
- ◊ In maths, it would be going through all the steps to solve a problem. As you go, you would be 'thinking aloud'. It helps you to 'spot' and discuss the pitfalls that the children may encounter. As you go, you are **continually linking the concrete to the pictorial to the abstract**—this is why the CPA approach is essential in every maths lesson. This helps the children to build on their schema.
- ◊ In English/written activities, it's about the teacher narrating their thought process as they write.
  - ⇒ Comprehension: What is the question asking me? How am I going to find the information to answer the question? How am I going to start my explanation? What answer stem can I use? What information do I need to include to answer the question? How am I going to check back? Does the answer match the question?
  - ⇒ Writing activities: Remember that children won't instinctively know how to construct a good piece of writing. To link the concrete to the abstract in writing, you need to be thinking about all the bits of grammar /vocabulary that you want to include (as the teacher) and explain where you would place them in the text, and why you were making the choices that you were making (e.g. I want to surprise the reader… so I'll use 'Suddenly'...I'll use a comma after that because it's a fronted adverbial…) . The teacher should be moving from the concrete to the abstract to demonstrate the thought process and to make the links for the children. Be aware of not writing lots and lots in one go though in order to prevent cognitive overload, but by the same token, the children have to be given the chance to used their own ideas (or it's not independent) —it's a fine balance.

Organising the information

This is the 'R' in Shimamura's MARGE. It's all about relating the new information to what we already know. He suggests the three Cs—compare, contrast and categorise. If the teacher can model the way that information can be organised (sequenced, connected and arranged), it makes it easier to remember it later. If a teacher demonstrates how to tabulate information, it's a useful way of organising that's transferable to other learning.

- ◊ English— tabulate quotes e.g. Which quotes about a character show him to be weak and which show him to be calculating (e.g. Macbeth).
- ◊ Science—metals/non metals; magnetic/non-magnetic
- ◊ Foundation—For and against; true or false; advantages and disadvantages

Within all of this we also have to consider: **Experience and Knowledge**



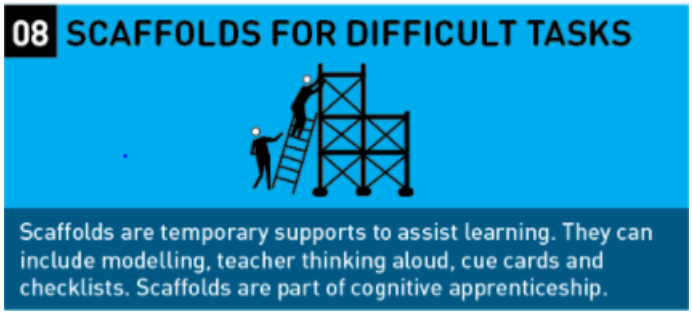
We have to think about the best sequencing within our planning as a whole and our individual lessons in order to help the children learn . In Rosenshine's original study, he felt that experiential activities should come after the basic knowledge has been learned. In some cases this could be true—so before you make an electrical circuit, you would want the children to know what all the components were called and what they were for before letting them experience making a circuit for themselves.

However, as Sherrington says, before you label the parts of an insect, it would make sense to let the children look at the real thing close-up. **Something for us to think about is where you put a visit within a sequence of learning**: it's not much use at the end of a sequence of learning—you want it to fire the imagination, get the children asking questions, give you something that you can build the schema onto when you get back into class. Etc

In another context, children would need immersion within a genre of text before they were expected to write within that style—What sort of vocabulary would be used? What is its purpose? How would it be set out?

Therefore, we have to think carefully about the sequencing of our lessons and how knowledge and experience has an effect on our modelling. *'A well-sequenced curriculum will provide opportunities… with hands-on activities in their most appropriate place to maximise learning.' Sherrington 2019*

Principle 8: Providing Scaffolds For Difficult Tasks



Scaffolds are designed to be temporary; they support the development of a cognitive process but are withdrawn so that students don't become reliant on them. This is a form of guided practice as a precursor to independent practice.' Sherrington 2019.

Everything that we've looked at in the 'provide models' section can also be used

Here are some ideas from Sherrington's book:

1. Writing frames

- Answer stems (openings for sentences, so that children know how to begin an answer) - this is great for comprehension, scientific write-ups, explaining answers in reasoning questions for maths. The children will need subject specific vocabulary and stems to help them (on the working walls) and they'll need training to use them initially.

  Examples of this are:

  - ◊ PEE (point, evidence, explain)
  - ◊ SQuID (statement, quotation, Inference, Development)
  - ◊ The greater the… the
  - ◊ I know this is false because...
- Openings to paragraphs (along with what should be included in each paragraph)

  Examples of this could be:

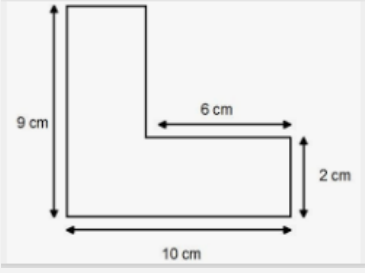
  - ◊ The opening paragraph to a newspaper report to include the 5 Ws (who, what, when, where, why)
  - ◊ Equipment (what you used), Method (what you did) etc

NB: you do have to be careful though not to make work too formulaic stifling creativity—and to avoid over-scaffolding in writing as the work cannot be classed as independent.

2. Exemplars

This is the same as a modelled example (WAGOLL), but what is useful here is to have models of varying standards; it's really helpful to the children if they can see what makes one better/not so good and then to offer up improvements. This can be used for writing or any creative process. It will also help them with the editing process.

3. Strategic thinking



This is particularly useful in maths problems: encourage the children to label what they know already in order to help them to solve the problem. For example, when working out the area to a compound shape, encourage the children to think about the measurements that they already know and to divide up the shape accordingly in order to work out what they don't know. This does take some training, but once they know that they have the freedom to label, make notes etc, it reduces their cognitive load with subsequent encounters.

4. Anticipating Errors and Misconceptions

Think about what might go wrong (when you are planning the lesson) and highlight them - encouraging the children to check their own work.

- ◊ Maths—This could be made-up examples of whose answer is incorrect/correct and why (forgotten to add the carried number on, columns not aligned etc). Don't use the children as examples, as it's not designed to humiliate them.
- ◊ English—sentences that are incorrectly punctuated or don't make sense. 'Being the teacher' in a safe way (again, it's a made up example), gives the children an idea of what to look out for when editing their own work.
- ◊ Don't be afraid of making deliberate errors to see if the children can spot what has gone wrong—but once again, these should be planned for to anticipate the likely errors made by the children.

5. I do, we do, you do (not in his book)

This is especially useful in maths where the teacher works through an example (narrating the process as you go), then the teacher completes the same format (different numbers) with the children helping them and finally, the children complete one on their own. It's important that everything is the same except for the numbers. This allows the children to learn the process without additional cognitive load.

These models can then be left on the working wall in order to provide a scaffold/reminder of how to complete the task. The 'I do' will take a bit of practise as the children want to jump in with the answers, but this makes it hard to model the correct process, so avoid asking the children on this bit.

Things to think about:

- ◊ Make sure that the model is big enough for the children to see, if it's not, then it's a waste of time.
- ◊ It could be that for the 'we do', that it's appropriate to have a smaller paper version for the children to work on — especially if it something shape related. This will also keep them engaged.
- ◊ Make sure that the modelling is related to the task. It's pointless showing them how to do it, if it's not related to the process/steps that they will have to carry out.
- ◊ Model with a pen, in real time! You are showing the child what they are expected to do. They will not be clicking a button to make something happen, they will be physically writing it down, so you must too. If the process involves moving counters from one place to another, then you must show that physically too by moving your own counters (use the 'infinite clone' on Smart or use counters and blue-tac) - there's no button to press in their maths book. Unless it's explicitly demonstrated, the children will not be able to make the link between what you are doing and what they must do.

Rosenshine's Principles

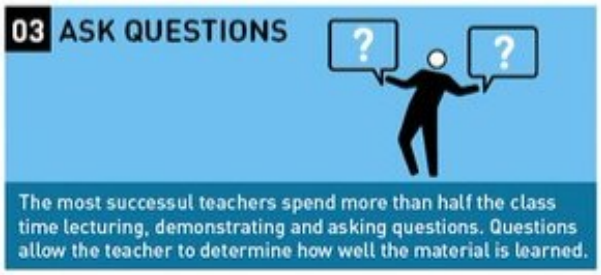
Strand 2: Questioning

For good questioning to become part of the everyday make-up of a lesson, it should always be used as a way of checking understanding. It should never be used to shame or embarrass the children.

Though children should not feel that they can opt out of questioning, they should not feel that they are no good if they didn't know an answer or didn't get it all right first time. It should be part of the culture that they will be helped to get to the right answer.

Sometimes, no one will no the answer, so we'll have to give it. But we must always go back to check that they have understood it.

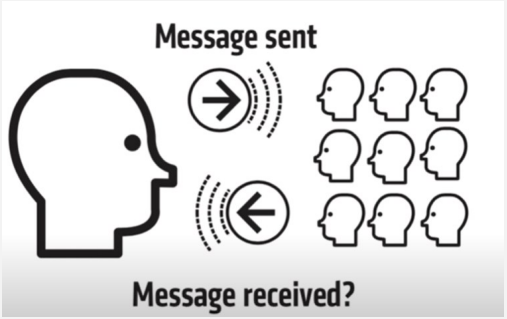
Principle 3: Ask Questions



It's important to remember that:

Successful teachers:

- Ask about how the children arrived at their answers (process questions)
- Create a culture where all children are thinking about the questions and know that they could be asked for an answer at any given time
- Ask more questions to more students in more depth
- Take a sample of the children's understanding from as many children as practically possible
- Ask questions to check the understanding of the learning and not ask questions for the sake of it.



Questioning is not effective when:

- Children are asked: 'Are there any questions?' as their only question
- Only a couple of children are giving answers and that there is an assumption that everyone has understood
- Teachers are not prepared to go back and re-teach/clarify what has not been understood.

There is a big difference between asking:

Have you understood? And **What have you understood?**

Types of questions:

Cold call

Why do it?

There is an expectation that **all** children will be engaging with the student-teacher dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

What does it look like?

No hands up! Teacher asks a question to the whole class and then selects children to answer based on the knowledge of the class. It should involve all students and if this is the default setting for most questions, it avoids the pitfalls of hands up and calling out. It should be non-confrontational and invitational. **This should be 'absolutely routine' and the go-to method of asking most questions.** Lolly-sticks can be used at the teacher's discretion.

No opt out

Why do it?

Children should not be allowed to form the habit of saying, "I don't know," as a way of getting out of answering questions. They should be given the opportunity to consolidate and get the answers correct if they've got it wrong or don't know.

What does it look like?

If someone gets it wrong or says they don't know (don't make a big deal of it), move on to another person to provide the answer, but always go back to the original pupil to allow them to say the right answer. This helps the child to practise the right answer, but also lets everyone know that "I don't know" (or silence) isn't a way of getting out of answering a question. If no one knows, you'll have to give the children the answer/re-teach it and then check for understanding by going back to the children who didn't know.

Say it again, better

Why do it?

Usually, a first response is incomplete. Therefore, a second response allows for more depth and accuracy in an answer/explanation. It's important for children to know that the original response doesn't have to be fully formed; but it's also important to know that a simplistic answer isn't good enough.

What does it look like?

After an initial response, acknowledge it positively, but ask the children to give more information to help them to get to the best answers. Elicit further information, encouraging correct vocabulary and full explanations to get the response that is needed. Allow children an immediate opportunity to give an improved response. *(Make sure it's clear what a good response sounds like by the end to demonstrate the depth of information required. Avoid the trap of repeating the phrase: Yes, but can you say it again better?)*

Think, pair, share

Why do it?

In pairs, the children are allowed the space and time to give their first thoughts (or lack of) and prepare/rehearse a good answer. It stops that tumbleweed moment where no one answers, but also the shouting out 'pick me' scenario. It is a very powerful way of checking understanding and should be frequent.

What does it look like?

Give a **specific, time-cued** task. For example: discuss in pairs how to explain the learning to someone else. This encourages the children to think about the steps, the logic and the terminology by formulating their own ideas in their own words.

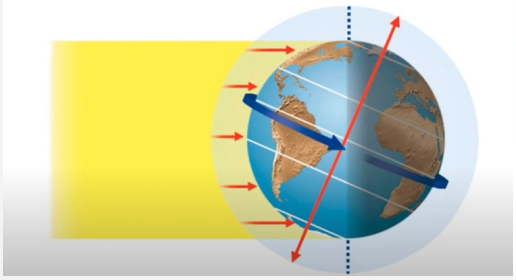
Don't jump about hearing partial answers, allow the children to give the fullest answers they can – **it's not about getting one joint, class-effort explanation.**

Don't rely on the answer of just one pair.

You may decide on an agreed answer for all children to check against.

It's really important to make sure that what you ask for is what you expect to get back (i.e. If you've asked for 4 main reasons, that you don't accept less than that as an answer—or this undermines your expectations).

Why does the sun rise in the East?



You might ask this as an original question.

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.	

You might choose to check the children's responses against an agreed success criteria to ensure that all of the information has been understood.

Whole class response

Why do it?

Sometimes, you need to get a response from everyone quickly to see who knows what, what you need to do next and what needs re-teaching. Remember: **it's to supply you with information about the children's understanding – not to test the children.** It gives you a feel about the collective understanding and allows you to act on it. It is not so that you can respond to every child's answer.

What does it look like?

Individual whiteboards – 'show me boards' allow for all sorts of responses (sentences, calculations, diagrams etc.). We should re-enforce the good answers, then choose what path we need to take next and with whom. Make sure that you ask for the 'show me' at the same time.

Whole class choral repetition is also useful, so that everyone is involved but with the confidence that they can practise under the cover of the collective voice.

Probing questions

Why do it?

If single questions are asked to several students, the responses will all be shallow. Asking a series of questions to a child, probes the child's schema. It is a form of guided practice.

What does it look like?

Make it the norm that you will always ask 3+ questions to a child before moving on: probing for understanding, checking for misconceptions, adding extra challenge and providing scaffolding to engineer success. It deepens knowledge and increases higher expectations of how to think. The children will need to get used to this format – the extra questions don't mean that they are wrong, you just want them to tell you more to probe deeper into their knowledge and understanding.

Example of probing questions

Harun, what do you think? Which plant is likely to grow most quickly?

That's interesting, what makes you think it is Plant D?

That's true, but what about Plant E. Isn't that the same?

Sam, is there a different variable we need to consider?

Can you give an example of what might happen if we increased the CO_2 concentration?

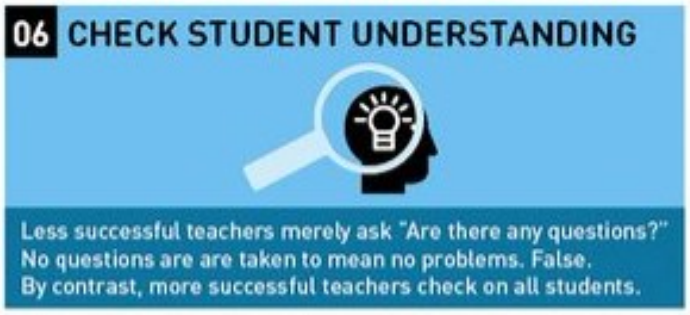
Can you explain how you worked that out from the graph?

Sabrina, does that mean we can make plants as big as we like?

Really? Are you sure? Is there a limiting factor there somewhere?

Jack, over to you, which of the nutrients makes the biggest impact?

Principle 6: Check for student understanding



Though the main point of this principle has already been discussed, it's important to be clear that teachers should not rely on the answers of a couple of children to gauge the **understanding** of the class. The only way to check for understanding is to check that the children understand **how** they have arrived at their answers.

This can be achieved through asking processing questions.

Processing Questions

Why do it?

If children just give the answer, without knowing how they have arrived at it, then it does not demonstrate true understanding .

What does it look like?

Ask what the children understand, by allowing them to rehearse what they have learned and understood. The children need to show that they know by telling you what their process has been to get to the answer or by explaining in their own words what they have understood.

This is called metacognition—understanding the thinking process that has gone into arriving at their answer. The questions that need to be asked are:
How do you know?
Tell me how you did it
How would you explain this to someone else?

Any of the techniques that we've already talked about can be incorporated into this principle.

In order to make good questioning/checking for understanding an integral part of the lesson:

- Teacher must know and understand what is being taught
- Key knowledge and skills must be identified in order to check whether they have been understood
- Learning should have been modelled and chunked down effectively
- Children will need training to expect to be ready to answer questions
- Children need to see that getting it wrong/incomplete on the first attempt does not indicate failure, and that they will be given the chance to get it right.
- Questioning should be seen as a positive and not a way of catching the children out or embarrassing them.

Rosenshine's Principles

Strand 3: Reviewing Material

A major issue in learning is the **inevitable, predictable and natural process of forgetting**. Unless we review what we've learned, our memory of that information diminishes; we remember fewer details, fewer connections and find it harder to retrieve what we have previously learned. Retrieval practice supports building our long-term memory and our level of fluency in recall. (Sherrington 2019)

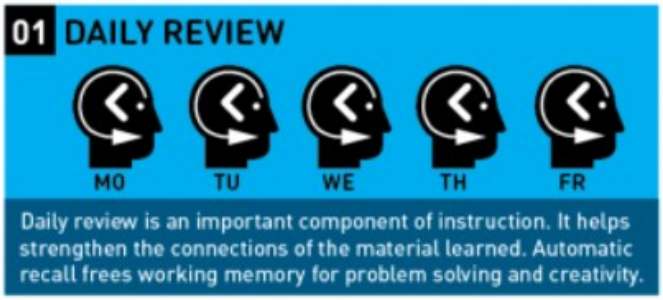
It's important to understand that as teachers we should:

- anticipate that it's going to be hard for the children to recall information, rather than be frustrated by it
- know that new learning is fragile and needs lots of recap for it to be embedded
- remember that brains don't re-wire with new knowledge instantly, there has to be take-up time and time for it to sink in and synch with prior learning (Furst)

The techniques for retrieval practice (reviewing and recalling stuff) are the same for whenever they are carried out (daily, weekly or monthly).

The reasons that they have been split into two separate principles is because the purposes are different.

Principle 1: Daily Review



Daily review allows children to re-activate **recently** acquired knowledge, this in turn reduces cognitive load, so that the previous knowledge can then be built upon.

If prior knowledge is active in our working memory, then we can add more layers to it. If not, the connections can't be made.

Principle 10: Weekly and Monthly Review

One purpose is to ensure that previously learned material is not forgotten.

The other is so that the more we revisit something, the easier it will be for the children to form well-connected networks of ideas (more extensive schemata).

It helps children to learn more information and be more successful problem-solvers because less space in short-term memory is needed.

Daily, weekly and monthly review should be part of an effective and sustainable routine.

Sherrington suggests that the following principles should apply:

Involve everyone: **Everyone takes part – 'all of the students are to know all of the stuff.'**

Make checking accurate and easy: **Have the answers readily available to check off.**

Specify the knowledge: **Only expect retrieval of what was taught.**

Keep it generative: **It's purely what they can remember and explain – no books/cue cards out. They must think for themselves, or they won't remember it.**

Vary the diet: **The more varied the diet of what you ask the children to do, the more likely they are to make connections and remember it. Ideas include: self-explanation, multiple choice, summarising, rehearsing explanations, creating knowledge maps etc .**

Make it time efficient: **It should be quick (not half the learning time).**

Make it workload efficient: **There should be no marking for the teacher – it's not a test.**

Ideas for retrieval practice: (Sherrington 2019)

NB: The best retrieval practice is when the children have to do something with the knowledge (recall it in their own words, with their own explanations), so quizzing for straightforward factual recall is the least effective (though it does have its place).

Multiple choice: Really good for retrieving new vocabulary/terminology

Which sentence uses the word 'sesquipedalian' most appropriately?

A. Sesquipedalian people are in their seventies.

B. The man felt sesquipedalian after his operation.

C. John was a rather sesquipedalian speaker; his audiences would sometimes lose focus.

D. The speech was full of sesquipedalian facts that didn't support her main argument.

(The word sesquipedalian means to use long words/ long-winded.)

Filling in the blanks: It's a quote here, but it could just as easily be used for science/humanities facts

Based on yesterday's lesson, complete the quotation and then, in your pair, discuss the significance of the quote.

'O, full of _____ is _____, _____'

(*O, full of scorpions is my mind, dear wife.)*

Factual recall: A bit like a short quiz - remember this has its place, but it isn't generative so it checks knowledge and not necessarily understanding

- We learned five key advantages of wind power over coal-fired power.

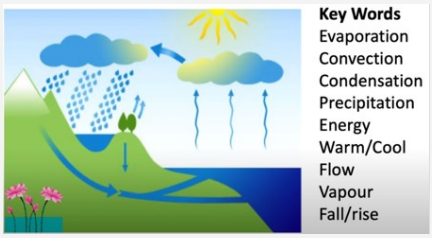
  What were they?

- We practised some angle facts questions yesterday. Try the three questions on the slide to refresh your memory. The first one is partially completed to get you started.

Tell the story: This is generative and so helps the children to recall the process—it can be verbal or written and is useful for checking misconceptions

Tell the story of the water molecule in the water cycle. It could be the story of a process (life cycle of a butterfly) or event (lead up to WWII).

You could use a visual as a scaffold at first (until it's not needed). Or drawing it could be the first part of the task – then they explain.



Children check back with the key vocabulary to see if all the correct information was recalled.

Elaborative interrogation: A good one to be used after the 'Tell The Story'

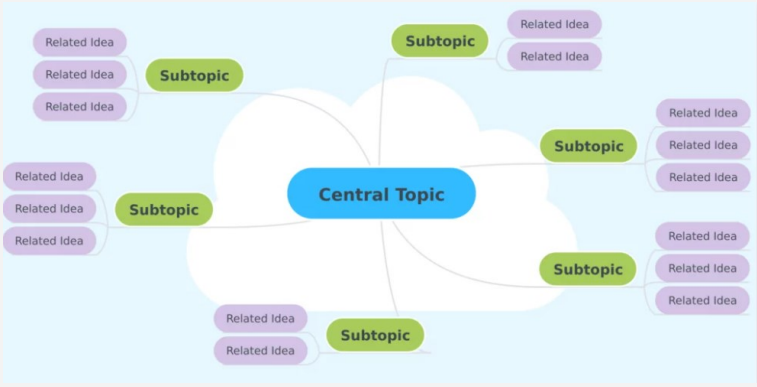
This is where children ask questions – either individually or as pairs: How does this happen? Why did that happen? This has been shown to have a strong effect on retention as it forces us to form more coherent schemata (Sumeracki and Weinstein 2018).

Self-explanation This is directly linked to telling the story as the explanations will be part of it

It's basically the explanation of anything that has been previously learned.
This is especially pertinent to the 'G' in Shimamura's MARGE (2018). It's not until we come to explain something ourselves that we realise how little/much we know/recall about what we have learned. Have we really learned it, or do we just think we know it? The real proof is in the explaining it to someone else.

Map and compare Another way of presenting the information (like the summarising)

Information could be given as a mind map/ timeline. You could have the central and the various subtopics filled in for the children to write down what they remembered.
See also next page.



Map and compare (continued)
This sort of table in various stages of completion is a good way for the children to order their knowledge and help them to recall it more effectively. (It has only got half his wives on because of the lack of space!)

If children are shown this as part of the teaching (the ordering/sequencing within the table helps to free up working memory), then a blanked out version can be used at a later date for retrieval practice.

Similar tables will work for many purposes (shape facts, properties of materials, timelines of events, classification etc). It's very similar to the ones in the summarise section below.

	Catherine of Aragon	Anne Boleyn	Jane Seymour
Years as Henry's Wife	1509 – 1533	1533-36	1536-37
How known to Henry	Married to his brother 1501	Courtier. Consorted with Henry 1526-32	Lady-in-waiting to her predecessors.
Heirs?	Mary Later Queen No male heir.	Elizabeth Later Queen	Edward Later King
What Happened	**Divorced** so H could marry AB. Henry changed law so divorce not blocked by Pope.	**Beheaded** Tower of London	**Died** with childbed fever.
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.

Summarise Be clear about what you want pupils to learn/remember from the lesson.

You don't have to pre-prepare a special sheet (you might even have to give them the answer), but you do have to be clear about what the main learning is **(when you are planning)** in order to help the children to retrieve it.

Next lesson, refer directly to what it was, expect the children to say it back to you. Were they right? Let them check.

These sorts of pre-prepared sheets work well when going to back to check on knowledge from some time back.

But you could have a summary of the main points on an individual whiteboard, which for other topics would be just as effective/ appropriate.

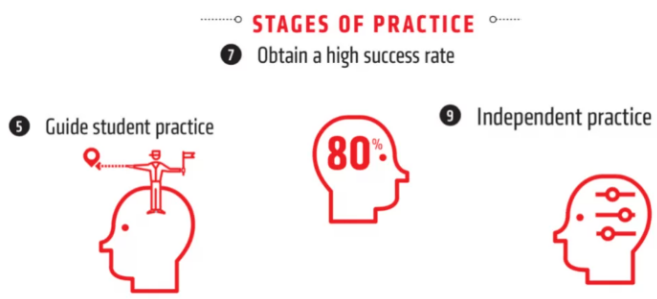
Anglo Saxons had two main types of trial by ordeal. **Used if no other form of proof.**		**•Ordeals supervised by Clergy.** **•God was judge, and would ensure the innocent survived** **•Ritualised, painful and dangerous test** **•Neither torture or punishment, method of proof**
Trial by Fire: Hot iron. Walk a few paces holding iron Wound inspected after a few days If clean – proof of innocence If started to fester – deemed guilty		Before 1066 Anglo Saxons used trial by ordeal. 1066 Norman Conquest. Normans added Trial by Combat. 1215 Trial by Ordeal replaced by Trial by Jury
Trial by Water: Water repelled sin If you floated, guilty.		
1066: Normans brought over Trial by combat	Call out 'I yield' to submit	Losers often killed anyway – because they would have been executed for being guilty.

Trial By Ordeal

Anglo Saxons had two main types of trial by ordeal. **Used if no other form of proof.**		**•Ordeals supervised by _____** **•God was_____** **•Ritualised, painful and dangerous test** **•Neither torture or punishment, method of proof**
Trial by Fire:		Before 1066 Anglo Saxons 1066: 1215 Trial by Ordeal replaced by
Trial by Water:		
Trial by combat	Call out 'I yield' to submit	Losers often killed anyway – because:

Rosenshine's Principles

Strand 4: Stages of Practice

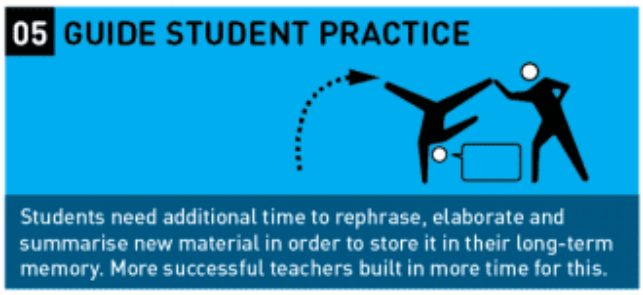


As a profession, we have been through a period where ideas such as rote learning, repetition or drill have been disparaged and scoffed at as old-fashioned… But once you de-demonise these ideas, reconstituting them simply as 'practice', they seem entirely sensible as part of a sound learning process. Nobody ever excels at anything without lots of practice and that starts with the way that we conduct our lessons.
(Sherrington 2019)

Relevant instructional procedures include:

- Provide a high level of practice for all students.
- Guide students as they begin to practice.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

Principle 5: Guide Student Practice



'Guided Practice' includes all the components from Strand 1—Sequencing, Concepts and Modelling (including small steps and scaffolding). It is under a separate principle to emphasise the importance of practice –it isn't a separate thing.

Important points:

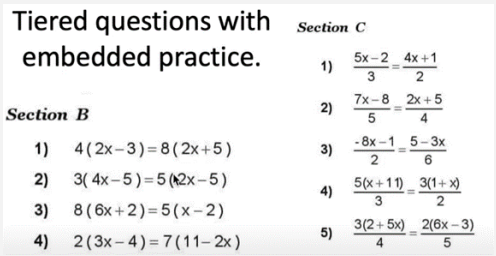
- The most effective teachers give more time for guided practice - no one can learn anything well without practising it enough.
- Guided Practice is directly linked to more time asking questions, checking for understanding and using worked examples.
- Within the Guided Practice, there should be opportunities for rephrasing, elaborating and summarising new material to store it in the long-term memory.
- The practice is guided to avoid misconceptions forming—and teachers should be vigilant in their monitoring of the children practising the skills.
- Guided Practice consists of individual skills and drills – repeating them, mixing them up, combining them and then applying them.
- It's a balancing act—too much guided practice and a child can feel hampered (and over-reliant on the adult), too little guided practice and the child will flounder.
- Good Guided Practice results in fluency, success and engagement.
- Teacher knowledge of the material is key in order to know how and when to support.

What could Guided Practice include?

Remember that it's the modelling, worked examples and the narration that we've already learned about in previous strands, but it also includes what you ask the children to follow up with, in order to practise the skills.

For example:

The obvious activity of setting exercises to practise the skill (remember to keep a close eye on progress and move children on when they are ready—not too soon, not too late)



Teacher starts a phrase and the children finish it (individually or chorally depending on context):

Teacher: *As quick as a flash …* Child: …he climbed the tower.

…he disappeared behind the fence.

… she conjured up a potion.

Teacher: *Number bonds to 100!…56* Children: …44!

87 …13!

23 …77!

Sentence starters to help to scaffold explanations/answers (maths, English, science):

Throughout the poem, the poet…

At first glance…However,…

Here the writer uses… the effect of this on the reader is…

… is correct, I know this because…

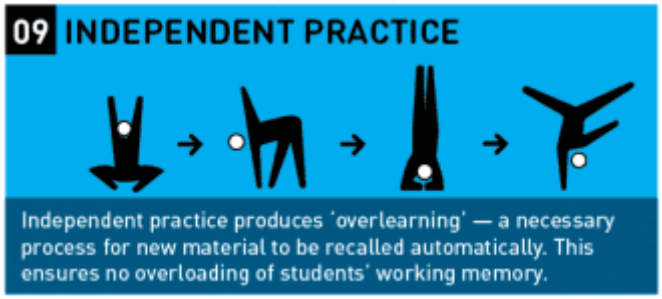
Remember that…

Children are far more likely to use something (e.g. vocabulary, sentence starter, format etc.) if they have had the chance to repeatedly practise it.

Don't worry if the scaffold makes talk/writing/responses seem formulaic at first, once confidence and fluency have been established, the children will be more likely to use the skills/vocabulary independently as it will become their default (rather than the default being simplistic because that's where they are comfortable/fluent).

In order for anything to become a habit, there needs to have been ample opportunity to practise it in context, both orally and written down.

Principle 9: Independent Practice



Rosenshine is clear about the importance of the content of Independent Practice being the same as that within the Guided Practice in order to avoid cognitive overload and for the appropriate level of success to be secured.

Success rates within Independent Practice need to be as high as possible.

Important points:

Successful teachers provide opportunities for extensive and successful practice—less effective teachers do not provide enough time for Independent Practice. If the latter is the case, then no learning will have taken place.

Teachers have to be sure of their subject matter so that they know how to break it down into the elements that the children need to practise.

What could Independent Practice look like?

The best form of Independent Practice is through generative process—where the children have to do something with the learning—that can be quite obvious is maths or English lessons, but less so in foundation subjects.

Practising explanations is a great way of being generative with new information—this can be initially done collaboratively (in a pair) and orally. One child, with perhaps a prompt such as a blank diagram, has to explain the new learning, while another has all the information to help to prompt and correct, ensuring the best explanation. They then swap over, refining their explanations and thus helping to commit the information to their long-term memory.

An essential feature of Independent Practice is that the children draw on their own resources. They have to recall information, building fluency through repeatedly engaging in processes that reinforce connections and retrieval pathways.

As teachers it's our job to provide the children with the tools they need to do this – including training them in how they can check against a set of standards to see if they were correct. This way, the children can then begin to set their own standards for improvement.

Principle 7: Obtain A High Success Rate

Rosenshine's research showed that successful teachers set questions and tasks with **sufficient practice** to engineer a high success rate – the optimal level is around 80% success. This means that children are getting about 80% of the work correct after the Guided Practice for the new learning.

Why is 80% the magic number?

- Rosenshine said that 'if children are getting too much wrong [ie less than 80%], then they are effectively practising making errors' - and this is then hard to undo.
- If success is any higher than 80% (at initial stages), then there's not enough challenge and children aren't really learning much. This will lead to disengagement as the children will become bored. They will also not be used to challenge—this leads to its own set of problems with children giving up when they are faced with anything that stretches them.
- The idea is that at 80%, that children will be reinforcing error-free, secure learning while improving their confidence and fluency. This will then provide a stronger platform for subsequent learning.

Is the 80% suggested by Rosenshine realistic?

To be assessing for the 80% success rate on a minute by minute basis in a class of mixed ability children would be a big ask.

So Sherrington suggests that the 80% goal is more appropriate as 'an overarching benchmark over a series of lessons – supporting more here, challenging more there, nudging, stretching, giving clues, adding support, taking support away.'

Assessment for learning should be part of our everyday practice as teachers—we should assess how the children have done, what they need to consolidate or improve, and then adjust the next lesson accordingly.

Why is challenge important?

- The culture that the teacher creates is vital—we have to set the tone for seeing challenge as positive: it's what helps us to get better. The children need to know: **I might not be able to do it yet, but with practice and the right strategy, I will succeed**
- To be successful learners, students need to approach challenge with a positive attitude: **not being afraid to make mistakes, and learning from them when they do.** They won't be able to do this if they are living in a culture of fear that it must be right first time.
- Challenge is how we reach high levels of achievement: stretching beyond our current capabilities, working hard at a strategy until we succeed, or, change from one strategy to another to find another path to success.
- Once we've found a successful strategy, we should allow time for practice. When fluency is increased, we can then push on.

What are the implications for teachers?

We need to continually evaluate the success rate of the children at class, group and individual level.

- ◊ If it's too low, we might need to re-teach, re-model, re-explain – or even go back to more secure ground and build back up again (maybe trying different approaches). We then need to give more Guided Practice to help them to reach the 80% threshold.
- ◊ If it's too high, then the children are ready for more challenge – so be ready to set more difficult problems, add a level of depth, ask for deeper explanations or remove some scaffolds and supports.
- ◊ At the **planning stage**, we should be planning and resourcing for success at different rates and degrees of depth, depending on the children in the class. This means that as teachers, we need to have a deep understanding of what we are teaching: what we want the main learning outcome to be, the steps that it should be broken into, the types of scaffolds that will be needed and how to deepen understanding for the rapid graspers.